

**INVESTIGATING STUDENT'S BELIEF TOWARD THE IMPORTANCE
OF ENGLISH LEARNING FOR DAKWAH ACTIVITY AT IAIN
PALANGKA RAYA**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M / 1441 H**

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PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In Partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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2019 M / 1441 H**

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TOWARD THE IMPORTANCE OF ENGLISH
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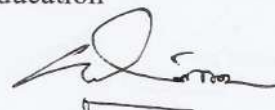
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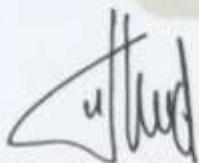
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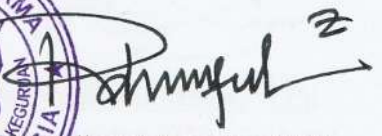
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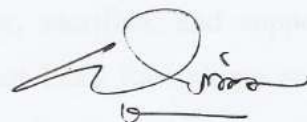
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MOTTO AND DEDICATION

"And do not despair from the grace of God.
Surely there is no more despair than the mercy of
Allah but those who are kufr. "(QS. *Yusuf*: 87)

This Thesis is dedicated to:

My Beloved Parents, my father Syaifullah
and my mother Norlaila for their valuable
endless prayer, sacrifice, and support. My
beloved brother Zaky Ramadhani and Ahda
Ramadhani and my beloved sister Siti
Alamiati.

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Yours Faithfully



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ABSTRACT

Sahiba A. 2019. *Investigating student's belief toward the importance of English learning for dakwah activity at IAIN Palangka Raya* Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) M. Zaini Miftah, M.Pd; (II) Akhmad Ali Mirza, M.Pd.

Key Words: Student's belief, English learning, dakwah activity.

This study aims to find out students' belief in learning English communication and broadcasting study programs at IAIN Palangka Raya in second semester to eight semester. The focus of this research is to determine the students' belief that English is important as an additional tool for preaching in the national and international regions.

This research uses quantitative methods to collect data. The population of this study was the KPI study program students from the 2014 to 2018 academic year at IAIN Palangka Raya which consisted of 110 students as a total sample for the questionnaire. The study used a whole class consisting of all classes 2014 to 2018. This research is a survey research. Data collection techniques using a questionnaire. In analyzing data, several procedures are used such as collecting, reducing, displaying, and summarizing data.

The results of this study indicate that the majority of KPI study program students have a positive belief or "agree" to the importance of English for them as a propaganda tool of Islamic communication and broadcasting. The focus of this research is the assessment of three categories namely student necessities, student wants, and student lacks. The final result of all these categories is 77.2% and is categorized Agree that students' belief in the importance of positive English learning is high ($r_{xy} = 0.444 > r_{table} = 0.05$ at 5%). Therefore, the final result found by researchers is that the confidence of KPI study program students on the importance of learning English is to agree as a *wasilah* tool in Islamic broadcasting and communication.

ABSTRAK

Sahiba A. 2019 *Investigasi kepercayaan mahasiswa terhadap pentingnya belajar Bahasa Inggris untuk aktivitas dakwah di IAIN Palangka Raya*, Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) M. Zaini Miftah, M.Pd; (II) Akhmad Ali Mirza M.Pd.

Kata Kunci: kepercayaan mahasiswa, belajar Bahasa Inggris, aktivitas dakwah.

Penelitian ini bertujuan untuk mencari tahu kepercayaan mahasiswa terhadap pembelajaran bahasa Inggris program studi komunikasi dan penyiaran Islam di IAIN Palangka Raya pada semester dua sampai semester delapan. Fokus penelitian ini untuk mengetahui keyakinan mahasiswa bahwa bahasa Inggris itu penting sebagai alat tambahan untuk berdakwah di ranah nasional maupun internasional.

Penelitian ini menggunakan metode kuantitatif untuk mengumpulkan data. Populasi penelitian ini adalah mahasiswa prodi KPI Jurusan dakwah tahun akademik 2014/2018 di IAIN Palangka Raya yang terdiri dari 110 mahasiswa sebagai total sampel untuk kuesioner. Penelitian menggunakan seluruh kelas yang terdiri dari semua angkatan 2014/2018. Penelitian ini termasuk penelitian survei. Teknik pengumpulan data menggunakan kuesioner. Dalam menganalisis data, beberapa prosedur digunakan seperti mengumpulkan, mereduksi, menampilkan, dan menyimpulkan data.

Hasil penelitian ini menunjukkan bahwa mayoritas mahasiswa program studi KPI memiliki keyakinan positif atau "setuju" akan pentingnya bahasa Inggris bagi mereka sebagai alat propaganda komunikasi dan penyiaran Islam. Fokus dari penelitian ini adalah penilaian tiga kategori yaitu kebutuhan siswa, keinginan siswa, dan kekurangan siswa. Hasil akhir dari semua kategori ini adalah 77,2% dan dikategorikan Setuju bahwa kepercayaan siswa pada pentingnya pembelajaran bahasa Inggris yang positif adalah tinggi ($r_{xy} = 0,444 > r_{table} = 0,05$ pada 5%). Oleh karena itu, hasil akhir yang ditemukan oleh peneliti adalah bahwa kepercayaan mahasiswa program studi KPI tentang pentingnya belajar bahasa Inggris adalah untuk setuju sebagai alat wasilah dalam penyiaran dan komunikasi Islam

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The researcher hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, September 2019
The Researcher

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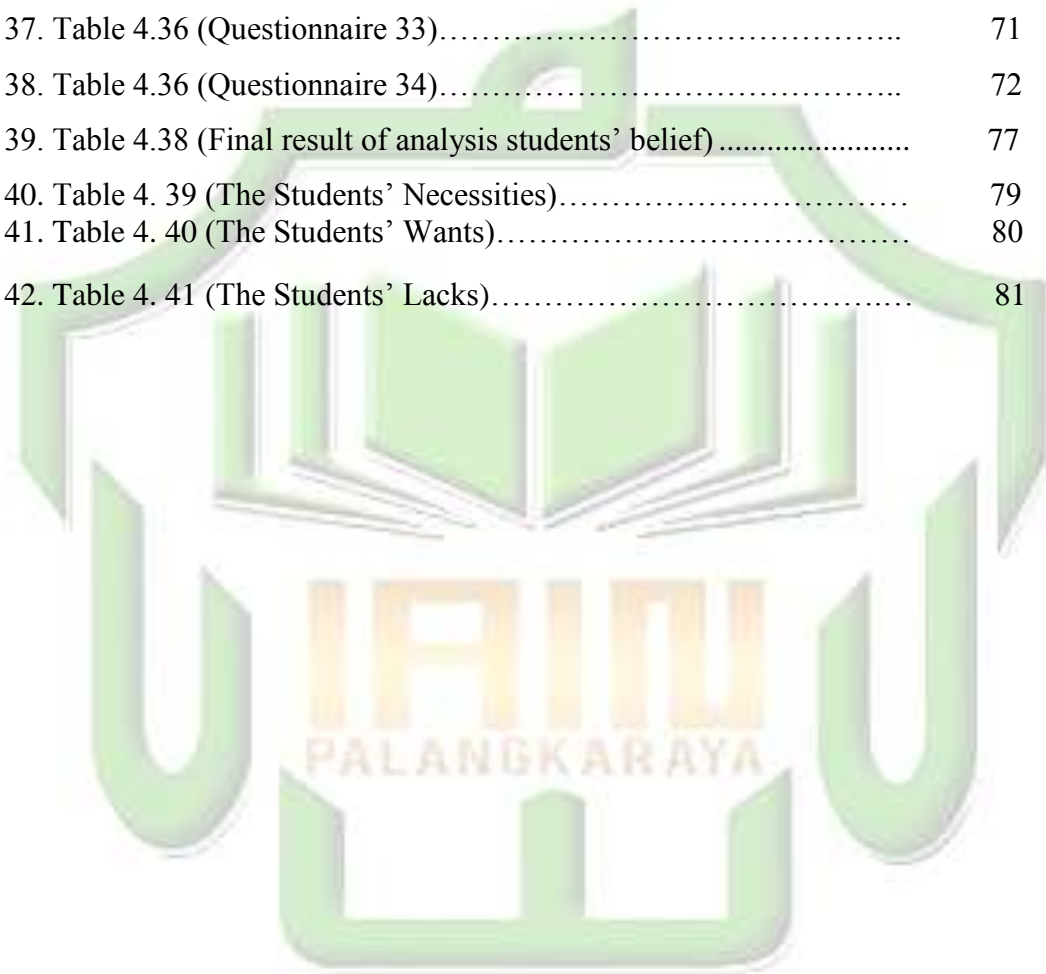
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CHAPTER I

INTRODUCTION

In this chapter the writer explains about the background of the study, the research problem, the objective of the study, the significance of the study, the hypotheses of the study, scope and limitation, the assumption of the study, the operational of key terms.

A. Background of The Study

English is a communication by human behavior. Also English is an international language that is used in some countries as their international language that is used in some countries as their national language, to communicate among people from other countries. English is one of foreign language taught in school since elementary school until university level in Indonesia. Learning English is an obligation for the students because it has significant function. Balla (2017) believed that “in recent years, English has become a main tool in the world of leadership and economy, spoken for daily usage and for various purposes.”

English is a very important role in Indonesia. As a developing country, It needs to learn more new things from the developed countries, such as new advanced ideas, research findings, and an experiments. It is undeniable that these things are very important for the national development. English happens to be the native language of the develop countries whose economy, technology, and politics are very influential. The study of English continues to occupy and important place

in our educational curriculum. English is regarded as the first foreign language to be taught at elementary school as local content, at secondary school as a compulsory subject, and the universities as an additional subject. (Ervin Balla, 2017, p.113).

According to Syaikh Muhammad bin Shalih Al-utsaimin rahimahullahu explained that: *"learning English is a tool / means, if you need it as wasilah da'wah to Allah, then the law is obligatory"* (kitabul ilmi p93, Darul itqan Al-Iskandariyah). Also, Syaikh Al-Utsaimin rahimahullahu wished to be able to speak English to preach. As what he said: *"I wish I could master English. Really, I see there is tremendous benefit to da'wah to God "*.(Liqa' Al Bab Al Maftuh no.61). In sum, to learn English for a preacher is considered as an obligation. Because, that could be as a 'wasilah' to preach and as an international communication tool.

According to Wahyuni and Heryanto (2013), if you want to examine and sharpen the science of "Communication and Islamic Broadcasting (KPI)" then we need to peel one by one regarding the three domains of study; first, the scientific context. The second "communication", the communication sub-domain of "broadcasting," as well. Third, Islam as a color of value that animates and guides it. Related with the object of study, the world of communication has a very broad reality of objects so that its boundaries are not easily determined. West, R (2010, p.1) Although so far until now when talking about communication at least there are five elements that will be studied, first is about the process of communication with five elements that become the basic structure (communicator, message, media, communicant, and effect).

In this study the researcher will examine the student's belief of dakwah major at IAIN Palangka Raya towards English as a tool of dakwah and syiar Islam in this world because by mastering the science of English preachers can dakwah with wide and growing wherever located not only in Indonesia, even in the whole world. And the ability that must be possessed by students of dakwah IAIN Palangka Raya among them is all skills of English. This ability is very important for the preachers as an additional tool for syiar islam. And learning English is important, as important as learning communication itself. Because in the science of communication mastering the universal language is also important. Point to the effectiveness of dakwah road itself. First to explore the communication sciences that notabine much in English. This science can be used as a supporter of the second dakwah strategy, for the sake of credibility and the field of propaganda itself. as a good Islamic teaching to the world. Of course must use a good universal language also one of the English language.

According Mehmet Sercan Uztosun Beliefs are foci points of research studies aiming to understand individual's for particular points because beliefs are propositions which are held consciously or unconsciously and accepted as true by individuals (Borg, 2001). In this vein, investigating beliefs provide a deep insight into individual's inner world. This also emphasized by Hancock and Gallard (2004) highlighting the role of beliefs as guiding individual's intentions for action. Base on the explanation, the writer take a view that this kind of research aims to understand someone's individual in determining beliefs in something that is

trusted. In this research the writer try to find the KPI student's beliefs in learning English as a tool of communicate in islamic broadcasting to the world.

In this case that having a second language also means having access to other world of people, ideas, ways of thinking and literature. Language views as a medium of knowledge for transferring and sharing among people over the world. So, based on the researcher's observation result with one lecturer of English department on Saturday, April 13th 2018, it showed that most of Dakwah students for Islamic communication and broadcasting study program (KPI) considerably have low motivation in learning English. In practice, learning English has less attention if compared to Arabic. And the results of the pre-research observation that the value of the language course is low, the English language ability of KPI students is weak, the English language curriculum has not been directed, the material for English books is not intended for da'wah students (Data Pusat Audit dan Pengendalian Mutu, 2017). Understanding this phenomenon of L2 learners, it would provide the answer why most of them overlook the importance of mastering English as global context tool of dakwah. Since, in the future, these dakwah graduates will face challenges of spreading Islam across nations.

B. Research Problem

Based on the background of study, the research problem is:

How is Dakwah major students' belief toward the importance of English learning at IAIN Palangka Raya?

C. Objectives of the Study

The objective of the study is to investigate dakwah major students' belief toward the importance of English learning.

D. Significance of the Study

The uses of this study that expected by the researcher as below:

1. Theoretically, The results of this study is expected to be useful for the preachers in the future to provide Islamic dakwah to themselves and others with English as a tool for preaching in the international world.
2. Practically, For students, this can also be used to improve and develop their skills in learning English especially in the context of preaching. Because it will give them a lot of new experiences so they will be more interested and enjoy in learning English, to become preachers with languages using many languages (Arabic, English and others). Furthermore, it is expected to have a positive effect on students in their English proficiency directly.

E. Scope and Limitation

This study will restrict specifically to dakwah major student for communication and broadcasting study program at IAIN Palangka Raya from first semester to seven semester. This study will cover the entire population of all students communication and broadcasting (KPI) at IAIN Palangka Raya. This study focuses on investigating students' beliefs on English learning. As one of the trigger tools in preaching.

F. Assumption of the Study

The assumption of this study that dakwah major student of Islamic communication and broadcasting have high belief to learn English.

G. Definition of Key Terms

There are some key terms of this research:

1. Belief

Lewicki and Bunker (1996) trust is often defined as the expectations of other parties in conducting social relations, which includes the risks associated with those expectations. That is, if someone trusts others then when it is not proven he will receive negative consequences such as feeling betrayed, disappointed and angry (in Wachdi, 2003).

The belief expressed by Kreitner and Kinicki (2007) is a reciprocal belief in the intentions and behavior of others. The reciprocal relationship is illustrated that when someone sees other people behaving in a way that implies the existence of a belief then someone will be more motivated to reciprocate by believing in them more. While mistrust will arise when other parties show actions that violate trust. Yamagisi (1998) trust is people's belief in the good intentions of others that do not harm them, care for their rights, and carry out their obligations.

Rousseau et al. (1998) defines trust as an area of psychology that is a concern for accepting what is based on expectations of attention or good behavior from others (in, Hakim, Thontowi, Yuniarti, & Uichol, 2012).

Student belief about English language learning.

In this study, student's belief means reassuring the ability and self-assessment in carrying out the task and choosing an effective approach and also the positive attitude of an individual that enables him to develop positive judgments both on himself and on the environment or situation he faces.

2. English learning

Language learning must involve four factors, namely the teacher, language teaching, language teaching methods, and subject matter. These four facts are the most important part of the effort to help and facilitate the process of learning the language. The teacher is the most important factor in the process of facilitating the learning process. Because the teacher is a facilitator in the learning process that requires methods or methods in learning. So, good teachers, in general, always try to use effective teaching methods, and use the best media tools in carrying out language learning. The search for the most effective method is still done from time to time.

In this study, English learning means based on the experts above that English language learning is started from a curriculum and a good learning method in order to provide and produce good learning for students. therefore the researcher will examine the importance of English for the department of missionary teaching and communication programs and Islamic broadcasting for future assets in preaching.

3. Dakwah major

The holy Koran of Islam has explained that the prophets are the messengers of God, whose existences were to deliver faith and proper ways of life to all humankind and to avoid moral decadence among humans (Yaqub, M.A, 2008). Such messages have been delivered through *dakwah* for years. *Dakwah* is the Indonesian/ Malaysian term of an Arabic word, *da'wah*, which is derived from letter. It literally defines as something that encourages and attracts everybody else's attention to certain messages due to the fascinating ways with which such messages are sounded or delivered. *Dakwah* itself has been mentioned in the holy Koran for 212 times (Al-Baqiy, M.F.A., 1991). Da'wah is one of the religious activities that are directly used to socialize Islamic teachings for its adherents and humanity in general. Da'wah bi al-Lisaan, da'wah bi al-Qalam and da'wah bi al-Haal are usually carried out by da'wah (Munir, M & Ilaihi, W. 2006).

In this study, *Dakwah* major means is a science that contains ways and guidelines to attract the attention of others to adhere to, follow, approve or carry out an ideology, religion, opinion or certain agreement. and for this matter the department of da'wah that studies English to become a missionary tool.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about previous study, development of ESP students' belief and the importance of English learning.

A. Previous Study

Related to the study, the writer took some journals, they are:

First, by Shamrao (2010) found that English communication skills are recognised as the important element in the academic life and career of the engineering students. It requires to make use of integrated methods to facilitate advanced communication skills, which is the demand of industry as well as society.

Second, by Boakye (2007) found that the results indicate that the beliefs of the students can have a negative influence on their learning strategies which, in turn, affect the success or otherwise of the language learning process. This article thus concludes with suggestions on how to address the negative mindsets of the students concerned in order to create environments that would be more conducive to achieving positive results.

Third, by Uztosun (2011) found that As a result of this, the current study did not deal with teachers' and students' observed beliefs and practices. Participants' beliefs and practices were determined through their responses during the interviews. To address this, further research studies are needed which observe students' and teachers' practices in English language teaching practices.

Fourth, by Chiou (2013) found that This study contributes to the general understanding of students' beliefs on English listening comprehension. After understanding students' perceptions about listening comprehension beliefs, teachers may be able to help their students in coping well with erroneous beliefs. These findings provide useful information for English teachers who should become more aware of the conflicting beliefs between theirs and their students and may be able to prepare more proper curricula and use more effective teaching strategies to motivate their students.

Fifth, by Gamble (2013) found that these strong beliefs and high perceptions seemed to influence students' high positive attitudes towards meaning-based instruction. These findings suggest that teachers should take advantage of these strong realistic beliefs and perceptions as well as high positive attitudes to create learning environments conducive for developing students' communicative competence.

B. Development Of ESP

a. Definition Of ESP

ESP seems quite flexible discipline and different people have defined it differently. We can count as many definitions as the number of linguists who have defined it. All these definitions appear to cover various characteristics of this approach (Sifakis, 2003 cf. Rogers, 1989; Rogers, 1996). Anthony (1997, p. 1) mentioned the "clear differences in how people interpreted the meaning of ESP" at "The Japan Conference on ESP" held on November 8 th, 1997 at Aizu University in Aizuwakamatsu.

He pointed out that the participants were divided into two groups. One group held the view that ESP was teaching of English for any purpose that could be specified whereas the other group of participants ascribed to it as “the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. This particular example of differing views regarding its definition offers clear insights about the general truth in relation to this controversy. Hutchinson and Waters (1987) have defined ESP as an “approach” rather than a “product” – meaning that ESP does not necessarily involve any particular kind of language, teaching material or methodology. The fundamental function of ESP is: “Why does this learner need to learn a foreign language”(Milavic, 2006 cf. Hutchinson and Waters, 1987) the rationale of learning English, thus, became the crux of ESP.

Robinson (1980) has defined it as the teaching of English to the learners who have specific goals and purposes. According to him, these goals might be professional, academic, scientific etc. Mackay and Mountford (1978, p. 2) have referred to it as the teaching of English for “clearly utilitarian purposes”. These specific purposes are the above-mentioned academic, professional or scientific ones that clearly depend on the learners’ needs. Both these definitions do not confine ESP to any specific field, discipline or profession and recognize its broader area of action. A rather comprehensive approach to define ESP has been tried.

By identifying its absolute and variable characteristics. Strevens' (1988) definition makes a distinction between four absolute and two variable characteristics:

1. Absolute Characteristics:

ESP consists of English language teaching which is:

- a. Designed to meet specified needs of the learner;
- b. Related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- c. Centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- d. In contrast with General English.

2. Variable characteristics:

ESP may be, but is not necessarily:

- a. Restricted as to the language skills to be learned (e.g. reading only);
- b. Taught according to any pre-ordained methodology (Gatehouse, 2001 cf. Strevens, 1998, pp. 1-2)

b. Purpose of ESP Courses

There has been a lot of research on the issue of the rationale and purpose that an ideal ESP course should serve. Hutchinson and Waters (1987, p. 12) stated that “the purpose of an ESP course is to enable learners to function adequately in a target situation”. ESP course contents should be “goal-directed”(Hadley, 2006 cf. Robinson, 1991) and “centered on the language (grammar, lexis, register etc.), skills, discourse and genres

appropriate to (the activities of the discipline it serves)”(Hadley, 2006 cf. Dudley-Evans and St. John, 1998, p. 5). Much research has suggested that ESP program should be aim-directed, learner-directed and situation-directed.

Therefore, the principle of “one size fits all” does not apply to ESP courses and ready-made ESP textbooks are not suitable for specific teaching settings (Robinson, 1991; Dudley-Evans, 1997; Hutchinson and Waters, 1987; Gatehouse, 2001). Goonetilleke (1989, p. 43) presented his findings that appreciated the value of “standard ESP textbooks” produced in Britain and the USA but reiterated that “though no foreign textbook will be wholly adequate in the local situation”. It has been strongly suggested that the universities should evolve “common ESP courses through cooperating endeavors . at least until such time as the core ESP courses are produced”(ibid., p. 46). Chanturanth (1993, p. 9) offered deep insights into “designing a short course” and reported that “the teaching material should be prepared specifically to meet the needs of the students either for their academic purposes or their careers”.

ESP practitioners have been advised to modify the ready-made textbooks because “adapted materials are more suitable to ESP learners than textbooks since no textbooks could fully satisfy the particular needs of any ESP learners”(Chen, 2006 cf. Chen, 2005, p. 40). Chen (2000: 395) has also proposed that ESP practitioners need to develop their own ESP courses considering their specific teaching environment and the learners’

specific needs because “there is no espoused ESP curriculum that corresponds to the particular teaching setting that many a prospective ESP teacher may encounter”. He further elaborated his point of view and rejected “conventional theory-into-practice ESP training model and suggested a more flexible model of “context-specific principles of ESP curriculum development”(ibid., p. 398). Johns (1989) advocated an urgent need to address the specific ESP needs of “millions of Chinese students of Science”because the great number of ESP textbooks which were compiled abroad are not suitable for them. There is a pressing need to train ESP teachers to evaluate their “teaching context”and the specific needs of their specific learners as the main criterion for ESP curriculum development (Chen, 2000). Chen (2006: cf. Robinson, 1991, p. 41) has recommended that “in-house materials”are much more valid and useful as compared to ready-made published textbooks because they are tailored according to the specific needs of the learners and the indigenous teaching settings. However, “they are also more expensive and time consuming to produce”(ibid., p. 41).

It has been reported that ESP practitioners have to carry out action research alongside teaching practice because the English teaching units have “to develop and to administer courses in keeping with the requirements of the institutions. These requirements vary from university to university, and very often they vary from faculty to faculty within individual universities”(Gunawardena and Knight, 1989, p. 111).

C. The importance of English learning

Language is a system of spoken or written symbols that can communicate ideas, emotions, and experiences. Understanding the role of language, organisations can improve the coordination skills, operate better new technology, develop customer satisfaction and have effective management in tourism industry. Domke-Damonte and Nurden referred to Willy Brandt, a former German Chancellor who once commented, "If I am selling to you, I speak your language." People cannot comprehend what someone else demands if people cannot converse to other people on their own terms⁴. This indicates that language creates greater interest. It is a significant factor that influences competitiveness. So, it is very crucial for an organization to have communicative competence throughout the organization. Buck & Communication is the important linkage between consequence and action in tourism organizations. If people can make it at the organization, they can make it anywhere else. Daft and described the relationship between language and tourism organizational management. They indicate that in tourism organizational management, low variety of language is simple. High variety of language is more complex and tends to have more errors. In reality, in tourism organizational management, language of description tends to have both accurate and error. This means that working with high variety forms of language uses of language might benefit less to organization. Communication to and from organizations will consist mainly of high variety language in order to communicate meaningful statements about the systems. They also emphasized

that in tourism organizational management; people necessitate and apply high variety forms of communication.

English learning is the acquisition of knowledge or skills through study, experience, or being taught. The study of foreign language learning has a long history of up to linguists conclude that there are three main terms, namely Approaches, Methods and Techniques.

D. Need Analysis

1. Definition of Need Analysis

Need Analysis is a theory to collect information about learners need for teaching and learning process. Needs analysis is a procedure for collecting information about learners and classroom activities to design a syllabus (Nunan, 1988, p.). It is an important part for designing a language course. When a language course is designed, it is important for a teacher to have reliable information on their learner variables so that it can reduce any gap among learners, teachers, and teaching materials (Haque, N. 2014, p.1).

Then, According Richards and Platt (1992, p.242) state that NA is: "the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities." According to Hutchinson and Waters in (Petrova I., 2008, p. 19) needs analysis is ultimately the analysis of the target situation needs – the kind of language that the learners have to acquire to cope in the target situation. In other words, the analysis of the target situation needs points at a desired final destination of the course. However, before trying to set any objectives as to where one should arrive at the end of the

course it seems logical first to determine where one is at the beginning of the course. This part of needs analysis is generally referred to as present situation analysis (Dudley-Evans 2001, p. 133). According to Tudor in (Petrova I., 2008, p. 19) it is generally acknowledged that the target situation analysis should be complemented with the learning needs analysis - what the students should do to succeed in the course completion. These needs embrace various individual peculiarities of students and their learning styles that cannot be ignored, as they might both foster or impede their learning depending on how the course is organized.

According to some opinions of the experts about needs analysis, it can be concluded that needs analysis is a starting point or a guide for course design, material selection or classroom activity. It also tries to find “problem” and solution to develop the course better. There are some perceptions or definition from the experts “how to conduct need analysis”, but it depend what the research about. By gathering such information, therefore, the needs analysis can guarantee that the course will contain the relevant and useful things for students to learn. In this study, the researcher try to find the needs of the students by analys their targets necessities, lacks, wants and their learning needs in their class.

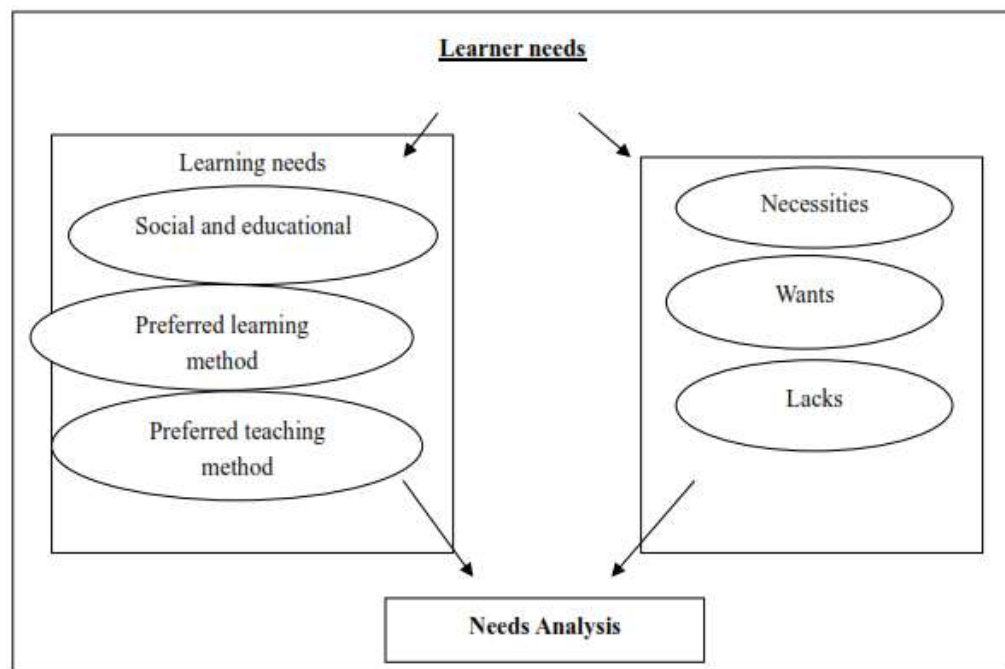


Figure 2.1 Theoretical Framework of Hutchison and Waters (1987)

a. Target Needs

Hutchinson & Waters cited in (Alqunayeer & and Zamir, 2016, p.89) argue that other approaches give too much attention to language needs, whereas more attention should be given to how learners learn. They advocate that a learning needs approach is the finest means to pass on learners from the starting point to the target situation. It gives a comprehensive approach to the learners needs as it offers two focus areas: target needs and learning needs. Target needs are defined as what the learner needs to do in the target situation. They are broken down into three categories: necessities, wants and lacks.

1) Necessities

According to Hutchinson & Waters (1987, p.55) ‘necessities’ the type of need determined by demands of the target situation; that is, what the learner has to know in order to function effectively in the target situation. As the illustration, if the purpose of the course is to prepare students to enter the university, the needs analyst should analyze the kind of language needed to do assignments or used in every day university class. Such information about the language element that is mostly demanded can be gathered through interview with the university students who are considered having enough experience on the target situation.

Necessities are the academic or occupational requirements of the target situation, that is, what the learner has to know in order to function effectively in the target situation. Accordingly, needs “are perhaps more appropriately described as objectives” to be achieved (Robinson, 1991, p.71).

2) Lacks

To identify necessities alone, however, is not enough. You also need to know what the learner knows already, so that you can then decide which of the necessities the learner lacks. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner’s lacks (Hutchinson, Waters and Breen, 1987, p.56). In this research lack focused on student belief toward the importance of English learning.

3) Wants

Wants are described as “what the learners think they need (Hutchinson & Waters, 1987, p.56). These needs are personal and are sometimes referred to as subjective needs which are not predictable and differ from learner to learner and therefore indefinable. It is often pointed out that these may differ, even conflict, with necessities as perceived by a sponsor or employer, and lacks as identified by the teacher.

b. Learning Needs

Learner learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language, learning needs analysis will tell us "what the learner needs to do in order to learn". (Hutchinson and Waters, 1987, p.) Learning needs concerns about the route between the starting point (lacks) and the destination (necessities). For examples, learners may be greatly motivated in the subject or work, but may completely lose interests with the long, boring, and old teaching material. The learning process should be enjoyable, fulfilling, manageable, and generative. It is not concerned with knowing, but with the learning. The concept of “learning needs” put forward by Hutchinson & Waters and their analysis of “learning needs” have been proved to be fairly useful in practice because learning needs clarify the means through which learners proceed to achieve their target needs starting with realizing their lacks.

This research focus on students’ belief toward the importance of English learning. According to Hedge in Tuan (2010, p. 81) the student belief itself is not interesting enough to motivate English learners to practice regularly For

most EFL students, nothing is more disappointing than doing English learning as a tool for preaching and knowing that it will be the responsibility of the teacher. so for learning needs for KPI study program students will improve the curriculum and learning methods according to what the KPI study program requires in the future.

2. Importance of Need Analysis

Needs Analysis (NA) is an important step towards understanding students' needs and to help the implementation of educational policies. Nunan (1988) claims that information got through NA can serve the following purposes.

- a. NA can set the goals of the course and guide the selection of contents.
- b. The gap between teacher's and learner's expectation can be minimized by using NA to modify the syllabus and methodology
- c. The gap between the teachers' and learners' expected teaching and learning approach can be identified.

West (1994) described NA as an assistance to the syllabus designer and a means to find out the acumen among various types of learners and also a framework to design courses based on their general needs. Richards (2001), stated that in a language teaching program NA can be used for the following purposes.

- a. To find out the required language skills for a learner to perform a particular role, such as sales manager, university student.
- b. To find out a gap between their present proficiency level and required proficiency.

- c. To find out problem areas of the learner



CHAPTER III

RESEARCH METHOD

In this chapter the writer presents, research design, population and sample, data collecting procedures and data analysis.

A. Research Design

The research design of this study will categorize into a quantitative research., The type of this research design is survey research. Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). In survey research, investigators ask questions about peoples' beliefs, opinion, characteristics, and behavior." So the purpose of survey research is to investigate peoples' beliefs, opinion, behavior, and characteristics such as gender, age, education, social race and their attitudes concerning some matters (Ary, et al., 2010, p.372). According to John W. Creswell (2008, p.376) survey research designs were procedure in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

The researcher chosen because the aim of this study is to investigate student's belief of KPI of IAIN Palangka Raya toward English learning. Therefore this study requires a questionnaire in which the students choose in accordance with their opinion that English is an additional tool for preaching and must master the language as an additional tool to broadcast the teachings of Islam in particular.

B. Population and Sample

1. Population

Population is generalization that composed by subject/ object has certain characteristic and qualities which researchers studied and concluded (Sugiyono, 2008, p. 11). According to Nunan (1992, p. 231) population is situations or individuals that who has one or more characteristics.

The survey research takes all population of Dakwah student major about 110 students (male and female) from all semester. Thus, an adapted questionnaire was employed as a measuring instrument. The participants were required to answer all the items of the questionnaire honestly, giving their own perceptions about their attitudes toward learning English language.

The writer conclude that a population is a group of individuals who have certain characteristics to be studied, researched, and inferred. Population of this study is Dakwah students majoring at IAIN Palangka Raya from 2013/2014 to 2016/2017 (the total of this population is 110 students).

Table 3.1 the total number of student at islamic communication and broadcasting study program of IAIN Palangka Raya.

KPI Student	Total Student
Academic year 2014	9
Academic year 2015	10
Academic year 2016	22
Academic year 2017	31
Academic year 2018	38
Total	110

Source data : from the data of islamic communication and broadcasting study program

2. Sample

The Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population (Creswell, 2012, p.381). The researcher used total sampling took the data of the sample. Total sampling is where the sampling technique is the number of samples is the same as the population (Sugiyono, 2007, p.115). The reason for taking total sampling is because the total population of less than 100 of the entire population was used as a sample of all of the research.

C. Research Instrument

1. Research Instrument Development

a. Questionnaire

A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information. The student's questionnaire arrange in closed-ended question. "In closed-ended questions, the researcher poses a question and provides preset response options for the participant" (Creswell, 2012, p.386).

The questionnaire designed in Indonesian language. The questionnaire provided more specific questions about students' belief of islamic communication and broadcasting (KPI) toward the importance of English. The closed-ended questions were create by the researcher based on the theory, adaptation of Maghdalena et al., (2015) and Intan (2017).

There were thirty-five statements in the questionnaire. Likert scale is the most common use question format for assessing participant's opinion of usability (Dornyei, 2010, p.20). Likert scale in this study is Strongly agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Each statement from the questionnaire would be labeled with each own score. There are five predetermined answers with scale 1 – 5 suggested by Likert Scale.

Table 3.2 The Range Score of Statements of questionnaire at islamic communication and broadcasting study program of IAIN Palangka Raya.

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Table 3.3 table of Questionnaires Item Specification

No	Consisted Section	Number of Questionnaires
1.	Necessities	2, 3, 4, 18, 13, 26, 28 and 30
2.	Wants	1, 5, 6, 31 and 33
3.	Lacks	8,9, 12, 14,15 ,16, 25, 27 and 34
4.	Learning needs	10, 11,19, 20, 21,23 and 32.

From the table above, it is explained through a grid of questions that will be submitted to students majoring in Islamic broadcasting communication. the

questions that will be asked later will impact the results for curriculum improvement as well as in terms of learning English in the Islamic broadcasting communication department.

b. Interview

Interview is activity that involves the interviewer will give some questions to be answered by interviewee. Ary et.al (1985, p.342) stated “In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent”. Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic For additional, Syamsuddin (2011, p.95) stated that in quantitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography. Then, Creswell (2008, p.226) also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

Based on the types of interview above, the researcher uses unstructured interview and use the open ended question. in this interview the items that will be asked are about policy, the condition of learning English in the classroom and expectations of communication study program and Islamic broadcasting on the importance of learning English as one of the tools for preaching. The researcher prepares the questions of opinion from lecturer by

using Indonesian. To collecting data of interview, the researcher makes some procedures. Those are (1) preparing the concept of questions that want to be asked to subject and (2) the researcher transcripts the result of interview. In this study the researcher will take the results of interviews with the deputy dean of dakwah department, the head of communication and islamic broadcasting (KPI) study program and a lecturer in English courses.

2. Instrument Try out

The researcher has taken try out the test instrument before it applies to the real total sampling in this study. The trial instrument was held on Wednesday 26 June 2019 in the second semester classrooms. The instrument is given to 20 students taken from the second semester who had taken English courses at IAIN Palangka Raya. The researcher gained the information about the instrument quality that consists of instrument validity and instrument reliability.

Procedures of the try out have been done as follows:

- a) Trying out the instruments to 20 students at Communication and Islamic Broadcasting (KPI) of IAIN Palangkaraya generation 2018.
- b) Then analyzing the data obtained to know the instrument Reliability and Validity using Microsoft Excel and SPSS 18.0 Program,
- c) After that, the researcher tested the test for the real total sampling.

3. Instrument Validity

In this research, face validity, content validity, and construct validity has used. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Face validity ensures

that the test items look right to other testers, teacher, indicators, and test. (Heaton, 1974, p.152). The researcher did face validity to make sure that the instrument is appropriate with the respondents. It was related with the instruction in the questionnaire. Content validity demands appropriateness between the ability to be measured and the test being used to measure it. Construct validity test can be used with the opinion of experts (experts' judgment). (Sugiyono, 2009, p. 177) In this case, after the questionnaire is constructed on the aspects that is measured based on a particular theory, then it consulted with an expert who have credibility to judge the questionnaire. The expert make a decision: the instrument can be used without revisions, adding some improvements or possibly a total revision. In this study, the questionnaire has been added some improvements.

The researcher calculated the result of the instrument try out using SPSS 18.0 Program. The total of the item was 34 items and the total of the respondents were 20 students on academic year 2018. The technique used to determine the validity of a test is by-product moment. It used the level of significant in 5%. To determine whether the test question is valid or invalid then r_{xy} or r_{hitung} compared with product moment r_{tabel} with the following criteria:

If $r_{hitung} \geq r_{tabel}$ then valid

If $r_{hitung} \leq r_{tabel}$ then invalid. (Purwanto, 2004, p.139)

Based on table below. There was 34 items of questionnaires. The critical value was 0,444. There was 34 items of questionnaire was valid $\geq r_{table}$ 0,05. There were 5 items of questionnaire was invalid $\leq r_{table}$.

Table 3.3
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	129,95	128,754	-,088	,882
Item_2	130,60	137,547	-,527	,896
Item_3	131,35	114,233	,665	,869
Item_4	130,80	106,865	,887	,862
Item_5	131,50	115,156	,816	,868
Item_6	129,95	128,754	-,088	,882
Item_7	156.0000	276.737	,144	,947
Item_8	131,35	114,233	,665	,869
Item_9	131,20	121,066	,406	,876
Item_10	130,80	106,865	,887	,862
Item_11	130,50	114,356	,871	,867
Item_12	130,80	106,865	,887	,862
Item_13	129,95	128,754	-,088	,882
Item_14	131,35	114,233	,665	,869
Item_15	129,95	128,754	-,088	,882
Item_16	130,50	114,356	,871	,867
Item_17	130,65	126,834	,103	,881
Item_18	130,50	128,856	-,076	,884
Item_19	130,70	126,516	,090	,881
Item_20	130,50	114,356	,871	,867
Item_21	131,95	122,154	,222	,881
Item_22	131,95	122,154	,222	,881
Item_23	129,95	128,754	-,088	,882
Item_24	129,95	128,754	-,088	,882
Item_25	131,50	115,156	,816	,868
Item_26	130,95	121,154	,876	,873
Item_27	131,95	122,154	,222	,881
Item_28	129,95	128,754	-,088	,882
Item_29	131,95	122,154	,222	,881
Item_30	131,50	115,156	,816	,868
Item_31	129,95	128,754	-,088	,882
Item_32	131,10	122,696	,314	,878
Item_33	131,50	115,156	,816	,868

Item_34	131,10	122,696	,314	,878
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4. Instruments Reliability

According to Donald Ary, the reliability of a measurement instrument is the degree of consistency with which it measures whatever it is measuring. (Donald Ary, 1985, p.236) Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. Reliability is defined how much consistency the test scores the test achieves on the retest (Sudijono, 2005, p.179-180). Reliability is the consistency of score if the test is conducted to the same tester (Sugianto, 2017) to find reliability of data, the researcher will use Alpha's formula.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_i}{S_t} \right)$$

With description:

r_{11} = Coefficient reliability

k = Number of items

$\sum S_i$ = Total score varians each item

S_t = Total score varians

It was using program SPSS version 18 in finding the reability. The degree of alpha's Cronbach is higher than r table (0,444).

Table 3.4

Reliability Statistics	
Cronbach's Alpha	N of Items
,879	34

D. Data Collection Procedures

In this study, the researcher collected the data from questionnaires. The researcher delivered the questionnaire to all of the students at KPI study program of IAIN Palangka Raya.

1. Then the researcher delivered all of the questionnaires.
2. The researcher collected all of the questionnaires.
3. After finding the data, the researcher analyzed the result of questionnaire using Microsoft excel and SPSS software.
4. The researcher got the result of questionnaire.
5. The researcher made conclusion from the data finding and theories about the role of student belief sites in improvement English language skills in Islamic Communication and Broadcasting at IAIN Palangka Raya.

E. Data Analysis Procedures

Quantitative data analyzed using the SPSS software and Microsoft Excel. In order to answer one research questions, for the first and second part of questionnaire, the descriptive statistics of frequencies and percentages will be used.

$$\text{Proportion: } p = \frac{f}{N}$$

$$\text{Percentage: } \% = \left(\frac{f}{N} \right) \times 100$$

where f = frequency, or the number of cases in any category
 N = the number of cases in all categories

$$p = \frac{f}{N} \times 100\%$$

P = Percentage of respondents' answers

f = Number of respondents' answers

N = Number of all respondent

The number that is entered into the percentage formula above is data obtained from respondents' answers to the question submitted. The result of the score then interpreted by calculating the scale range by calculating the highest percentage.

Then, in order to answer the last part of the questionnaire, the descriptive statistics (Mean, median and Standard Deviation) will be used. To analyze the data, below were the steps applied:

- 1) Collecting the main data (item score/responses);
- 2) Arranging the collected score into the distribution of frequency of score table.
- 3) Calculating Mean, Median, and Modus
 - a. Mean

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = Mean value

Σ = Sum of

X = raw score

N = Number of case.

b. Median

Median is defined as that point in a distribution of measure which 50 percent of the cases lay.

c. Modus/ Mode

Mode is the value in a distribution that occurs most frequently.

4) Calculating the deviation score and standard deviation using the formula:

a) Deviation Score

$$x = X - \bar{X}$$

Where: x = Deviation Score

X = raw score

\bar{X} = Mean

b) Standard Deviation

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

Where: $\sum fx^2$ = sum of frequency of each score

N = Number of cases

- 5) Interpreting the analysis result.
- 6) Giving conclusion.

Table 3.5
Category of Measurement of Students belief

No	Score	Categorized
1.	80 %– 100 %	Strongly Agree
2.	60 %– 79.99 %	Agree
3.	40 %– 59.99%	Neutral
4.	20 %– 39.99 %	Disagree
5.	0 %– 19.99 %	Strongly Disagree

(Nazir M. Metode Penelitian, Ghalia Indonesia: Bogor: 2005)

- 7) The researcher made the conclusion of each item in the questionnaire.
- 8) The researcher described the result in form of a percentage.



CHAPTER IV

RESEARCH FINDINGS AND DISSCUSION

In this Chapter, the researcher presented the research finding and discussion of the research about student's belief toward the importance of English learning for dakwah activity at IAIN Palangka Raya

A. Data Presentation

In this section, it presented the results of the research on student's belief toward the importance of English learning for dakwah activity at IAIN Palangka Raya. The researcher took 110 students that all from academic year 2014-2018. The questionnaires was conducted to the class of all semesters on May 18th – June 28th, 2018. For the main data, the researcher took from the students' questionnaire. There were 4 numbers of demographic information and 34 the questionnaires. The total population was 110 students for questionnaire. Furthermore the result of the research is as the following:

1. The Students' Needs

The data presentation of the item score of the students' needs shown in the Table frequency distribution, the chart of frequency distribution, the measurement of central tendency (mean, median, and mode) and the measurement of deviation standard.

First step was to tabulate score into the table of calculation Mean. The table was shown below:

Table 4.1
The Calculation of Mean of students' needs

X	F	Σ X
5	75	375

4	30	120
3	5	15
2	0	0
1	0	0
	N = 110	$\Sigma X = 510$

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{510}{110}$$

$$\bar{X} = 4.63$$

Mean of Item 1 is 4.63

Next step is to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

Table 4.2
The Calculation of Deviation Score of students' needs

X	F	FX	X	x²	Fx²
1	0	0	-4.64	-21.5296	99.897
2	0	0	-4.64	-21.5296	99.897
3	5	15	10.36	107.3296	1111.83
4	35	140	135.36	183.223	24736.05
5	75	375	370.36	198.666	73575.7176
	N = 110	$\Sigma FX = 530$			$\Sigma Fx^2 = 33423.384$

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

$$= \sqrt{\frac{33423.384}{530-1}} = \sqrt{\frac{33423.384}{529}} = \sqrt{63.18} = 7,948$$

This part used to know students' belief toward the importance of English learning. Then, the score of Mean, Median, Modus, and Standard Deviation were tabulated in the table. The table is as follows:

Table. 4.3
Results of the Questionnaire

No	Item	Number & Percent	Scale					Total	MN	MDN	M O	SD
			S A	A	U	DA	SDA					
			5	4	3	2	1					
1	1	Number	75	30	5	0	0	110	4.64	5.00	5	,570
		Percentage	68.2	27.3	4.5	0	0					
2	2	Number	49	39	20	2	0	110	4.23	5.00	5	,570
		Percentage	44.5	35.5	18.2	1.8	0					
3	3	Number	29	48	28	4	1	110	3.91	4.00	4	,863
		Percentage	26.4	43.6	25.5	3.6	,9					
4	4	Number	34	36	33	6	1	110	3.87	4.00	4	,949
		Percentage	30.9	32.7	30.0	5.5	,9					
5	5	Number	2	50	30	4	2	110	3.82	4.00	4	,88

			4									0
		Percentage	21.8	45.5	27.3	3.6	1.8					
6	6	Number	50	44	16	0	0	110	4.31	4.00	5	,714
		Percentage	45.5	40.0	14.5	0	0					
7	7	Number	43	38	25	4	0	110	4.09	4.00	5	,873
		Percentage	39.1	34.5	22.7	3.6	0					
8	8	Number	18	33	51	7	1	110	3.55	3.00	3	,874
		Percentage	16.4	30.0	46.4	6.4	,9					
9	9	Number	21	32	46	10	1	110	3.55	3.00	3	,934
		Percentage	19.1	29.1	41.8	9.1	,9					
10	10	Number	44	36	23	7	0	110	4.06	4.00	5	,931
		Percentage	40.0	32.7	20.9	6.4	0					
11	11	Number	22	41	42	4	1	110	3.72	4.00	3	,858
		Percentage	20.0	37.3	38.2	3.6	,9					
12	12	Number	23	45	37	5	0	110	3.78	4.00	4	,828
		Percentage	20.0	40.9	33.6	4.5	0					

			9									
13	13	Number	5 9	33	18	0	0	110	4.37	5.00	5	,75 2
		Percentage	5 3. 6	30. 0	16. 4	0	0					
14	14	Number	4 8	34	25	3	0	110	4.15	4.00	5	,86 9
		Percentage	4 3. 6	30. 9	22. 7	2.7	0					
15	15	Number	3 2	50	24	3	1	110	3.99	4.00	4	,84 0
		Percentage	2 9. 1	45. 5	21. 8	2.7	,9					
16	16	Number	3 4	42	30	1	3	110	3.94	4.00	4	,93 1
		Percentage	3 0. 9	38. 2	27. 3	,9	2.7					
17	17	Number	2 4	63	21	2	0	110	3.99	4.00	4	,69 7
		Percentage	2 1. 8	57. 3	19. 1	1.8	0					
18	18	Number	2 3	49	35	3	0	110	3.84	4.00	4	,78 4
		Percentage	2 0. 9	44. 5	31. 8	2.7	0					
19	19	Number	2 3	49	35	3	0	110	3.96	4.00	4	,76 5
		Percentage	2 5. 5	50. 0	22 7	2.7	0					
20	20	Number	3	50	26	3	1	110	3.95	4.00	4	,83

28	28	Number	26	19	38	20	7	110	3.34	3.00	3	1.206
		Percentage	23.6	17.3	34.5	18.2	6.4					
29	29	Number	5	25	61	14	5	110	3.10	3.00	3	,845
		Percentage	4.5	22.7	55.5	12.7	4.5					
30	30	Number	6	23	50	23	8	110	2.96	3.00	3	1,018
		Percentage	5.5	20.9	45.5	20.9	7.3					
31	31	Number	22	18	38	25	7	110	3.21	3.00	3	1.189
		Percentage	20.0	16.4	34.5	22.7	6.4					
32	32	Number	8	26	45	23	8	110	3.03	3.00	3	1,018
		Percentage	7.3	23.6	40.9	20.9	7.3					
33	33	Number	10	29	48	20	3	110	3.21	3.00	3	,939
		Percentage	9.1	26.4	43.6	18.2	2.7					
34	34	Number	25	42	37	3	3	110	3.75	4.00	4	,930
		Percentage	22.7	38.2	33.6	2.7	2.7					

The data above could be detailed as follows:

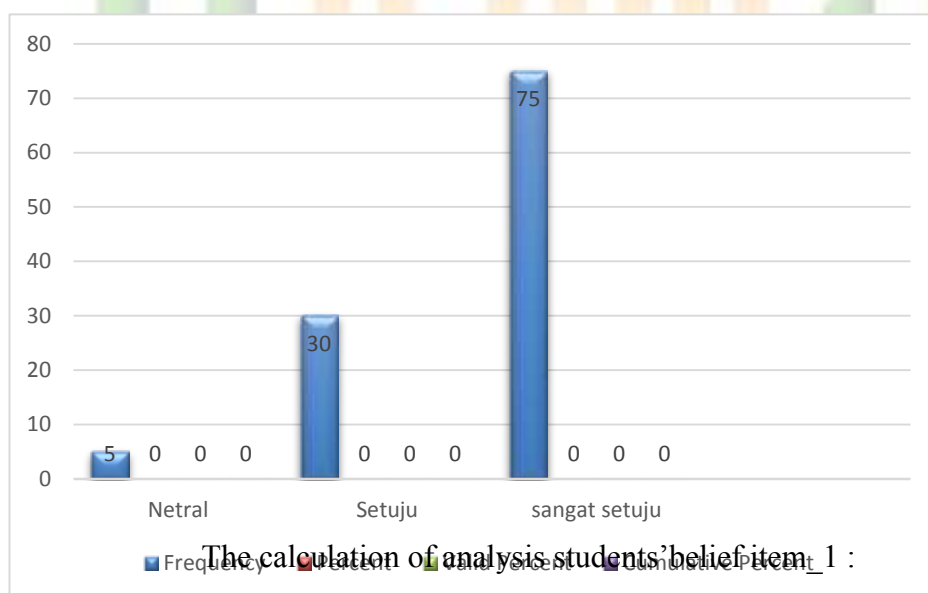
Table 4.4

Result of Analysis Survey Item 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Netral	5	4,5	4,5	4,5
Setuju	30	27,3	27,3	31,8
sangat setuju	75	68,2	68,2	100,0
Total	110	100,0	100,0	

Item 1 “Jika saya bisa bahasa Inggris dengan baik, saya akan memiliki banyak kesempatan untuk menggunakannya di masa akan datang” (*If I can speak English well, I will have many opportunities to use it in the future.*). There were 5 students (4,5%) neutral, 30 students (27,63%) agree, 75 students (68,2%) strongly agreed.

Figure 4.1
Chart result of questionnaire item 1



$$score = \left(\frac{\text{Total Score}}{5 \times N} \right) \times 100S$$

$$Score = \left(\frac{385}{5 \times 110} \right) \times 100$$

$$Score = \left(\frac{385}{550} \right) \times 100$$

$$Score = 0.7 \times 100$$

$$Score = 70\%$$

Table 4.5
Result of Analysis Item 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid tidak setuju	2	1,8	1,8	1,8
Netral	20	18,2	18,2	20,0
Setuju	39	35,5	35,5	55,5
sangat setuju	49	44,5	44,5	100,0
Total	110	100,0	100,0	

Item 2 “Jika saya belajar bahasa Inggris dengan baik, ini akan membantu saya sebagai alat untuk berdakwah dalam penyiaran islam” (*If I study English well, this will help me as a tool to preach in Islamic poetry*). There were 2 student (1,8%) disagreed, 20 students (18,2%) neutral, 39 students (35,5%) agreed, 49 students (44,5%) strongly agreed.

Figure 4.2
Chart result of questionnaire item 2

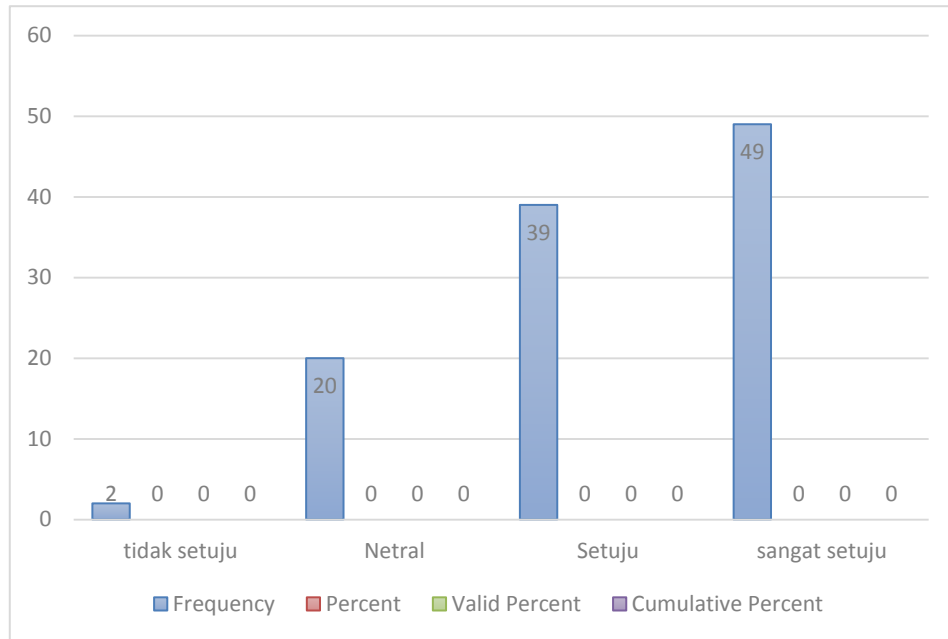


Table 4.6
Result of analysis item 3

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	1	,9	,9	,9
tidak setuju	4	3,6	3,6	4,5
Netral	28	25,5	25,5	30,0
Setuju	48	43,6	43,6	73,6
sangat setuju	29	26,4	26,4	100,0
Total	110	100,0	100,0	

Item 3 “Saya harus belajar bahasa Inggris sehingga saya bisa sukses dalam mendapatkan pekerjaan khususnya di bidang dakwah (*I have to learn English so that I can succeed in getting a job especially in the field of da'wah.*)”. There was 1

student (0,9%) strongly disagreed, 4 students (3,6%) disagreed, 28 students (25,5%) neutral, 48 students (43,6%) agreed and 29 students (26,4%) strongly agreed.

Figure 4.3
Chart result of questionnaire item 3

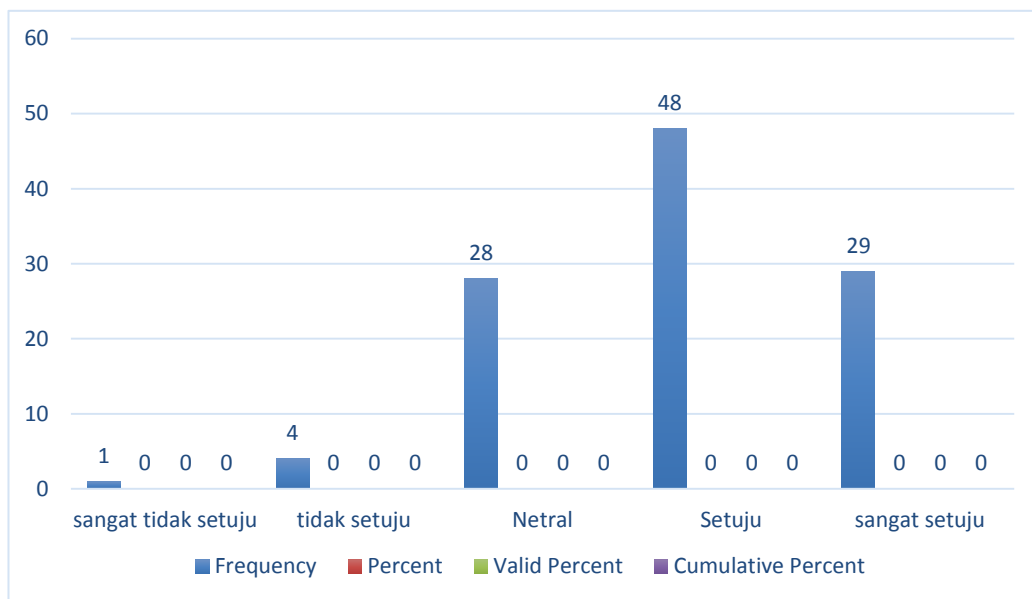


Table 4.7
Result of analysis item 4

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	1	,9	,9	,9
tidak setuju	6	5,5	5,5	6,4
Netral	33	30,0	30,0	36,4
Setuju	36	32,7	32,7	69,1
sangat setuju	34	30,9	30,9	100,0
Total	110	100,0	100,0	

Item 4 “Saya suka mempelajari bahasa Inggris karena akan mempermudah mencari pekerjaan dalam komunikasi dan penyiaran islam. (*I like learning English because it will make it easier to find work in Islamic communication and broadcasting*)”. There was 1 student (0,9%) strongly disagreed, 6 students (5,5%) disagreed, 33 students (30,0%) neutral, 36 students (32,7%) agreed and 34 students (30,9%) strongly agreed.

Figure 4.4
Chart result of questionnaire item 4

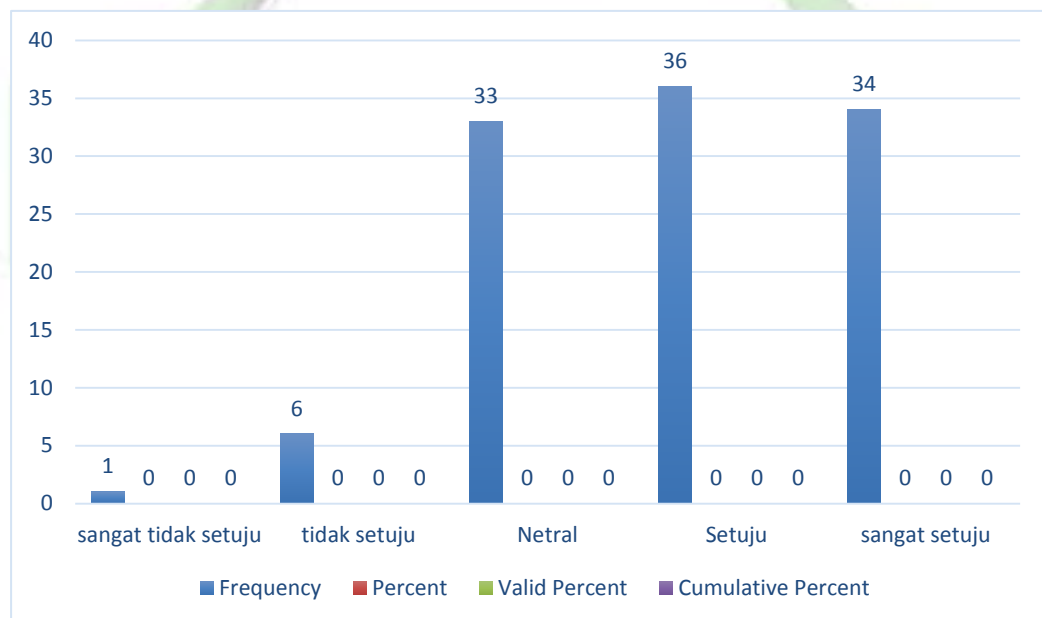


Table 4.8
Result of analysis item 5

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	2	1,8	1,8	1,8
Valid tidak setuju	4	3,6	3,6	5,5

Netral	30	27,3	27,3	32,7
Setuju	50	45,5	45,5	78,2
sangat setuju	24	21,8	21,8	100,0
Total	110	100,0	100,0	

Item 5 “Jika saya mengembangkan bahasa Inggris saya, saya akan mempunyai perubahan yang lebih baik dalam berdakwah. (*If I develop my English, I will have a better change in preaching.*)”. There were 2 student (1,8%) strongly disagreed, 4 students (3,6%) disagreed, 30 students (27,3%) neutral, 50 students (45,5%) agreed and 24 students (21,8%) strongly agreed.

Figure 4.5
Chart result of questionnaire item 5

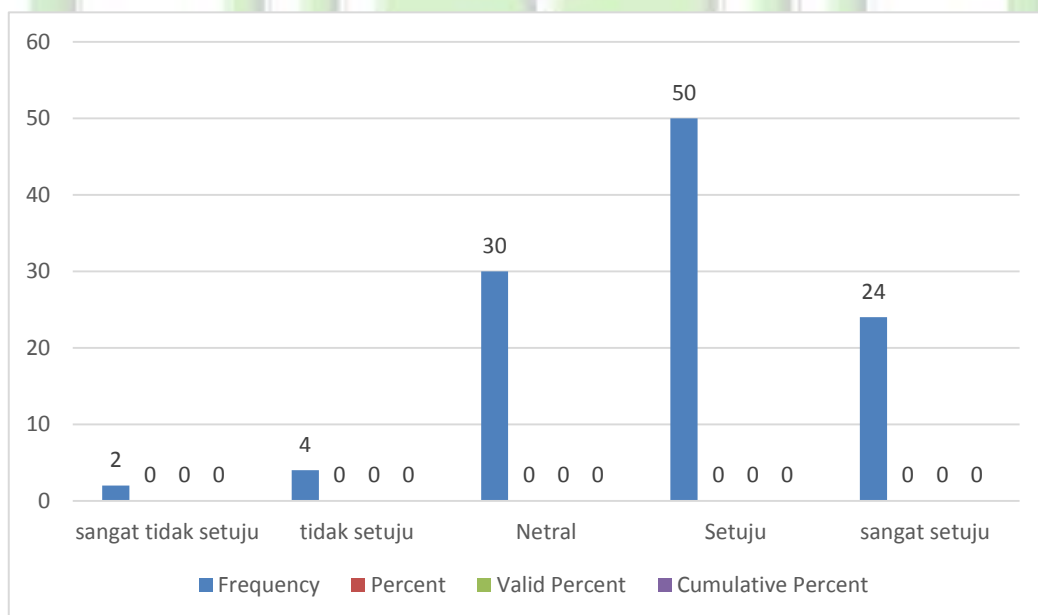


Table 4.9
Result of analysis item 6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Netral	16	14,5	14,5	14,5

Setuju	44	40,0	40,0	54,5
sangat setuju	50	45,5	45,5	100,0
Total	110	100,0	100,0	

Item 6 “Saya ingin belajar berbicara, membaca, menulis bahasa Inggris dengan baik untuk memperdalam komunikasi dan penyiaran islam. (*I want to learn to speak, read, write English well to deepen Islamic communication and broadcasting..*)”. There were 16 students (14,5%) neutral, 44 students (40,0%) agreed, 50 students (45,5%) strongly agreed.

Figure 4.6
Chart result of questionnaire item 6

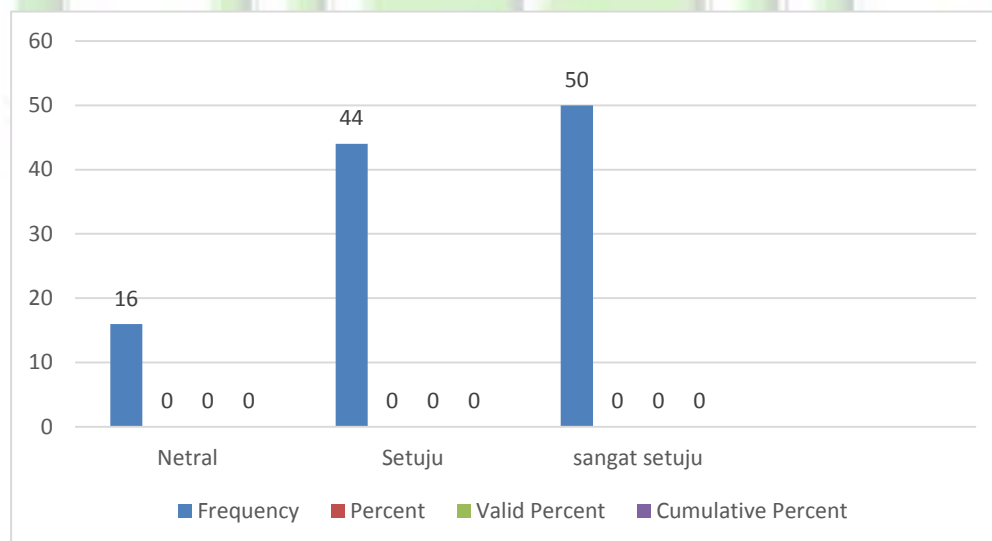


Table 4.10
Result of analysis item 7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid tidak setuju	4	3,6	3,6	3,6
Netral	25	22,7	22,7	26,4

Setuju	38	34,5	34,5	60,9
sangat setuju	43	39,1	39,1	100,0
Total	110	100,0	100,0	

Item 7 “Saya percaya bahwasanya beberapa orang mempunyai kemampuan lebih dalam belajar bahasa Inggris. (*I believe that some people have more ability in learning English..*)”. There were 4 students (3,6%) disagreed, 25 students (25,7%) neutral, 38 students (34,5%) agreed and 43 students (39,1%) strongly agreed.

Figure 4.7
Chart result of questionnaire item 7

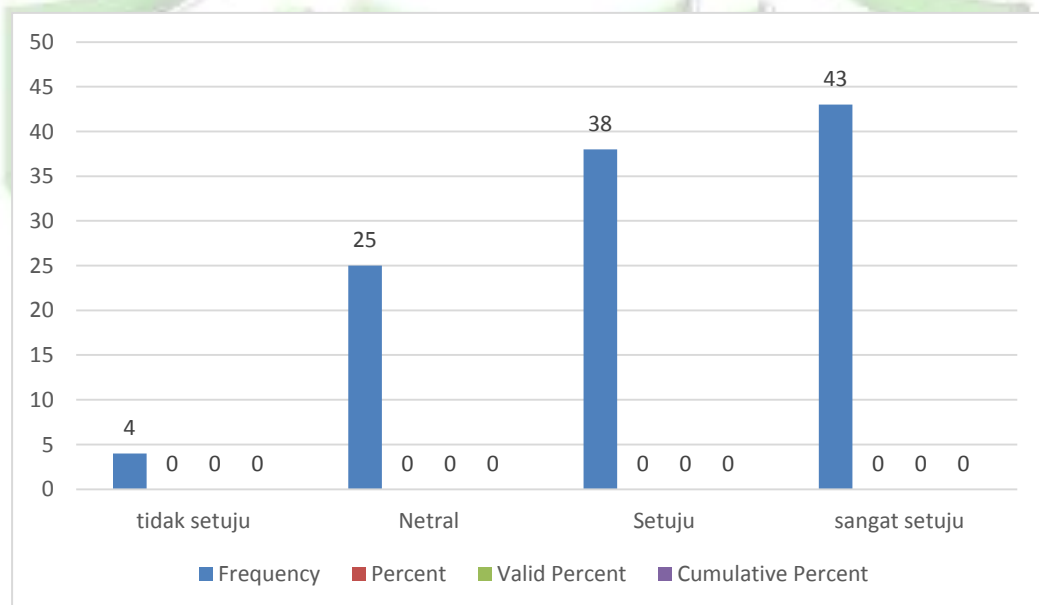


Table 4.11
Result of analysis item 8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sangat tidak setuju	1	,9	,9	,9
tidak setuju	7	6,4	6,4	7,3

Netral	51	46,4	46,4	53,6
Setuju	33	30,0	30,0	83,6
sangat setuju	18	16,4	16,4	100,0
Total	110	100,0	100,0	

Item 8 “Saya tidak merasa malu ketika berbicara bahasa Inggris dengan orang lain (*I don't feel embarrassed when I speak English with other people*). There was 1 student (0,9%) strongly disagreed, 7 students (6,4%) disagreed, 51 students (46,4%) neutral, 33 students (30,0%) agreed and 18 students (16,4%) strongly agreed.

Figure 4.8
Chart result of questionnaire item 8

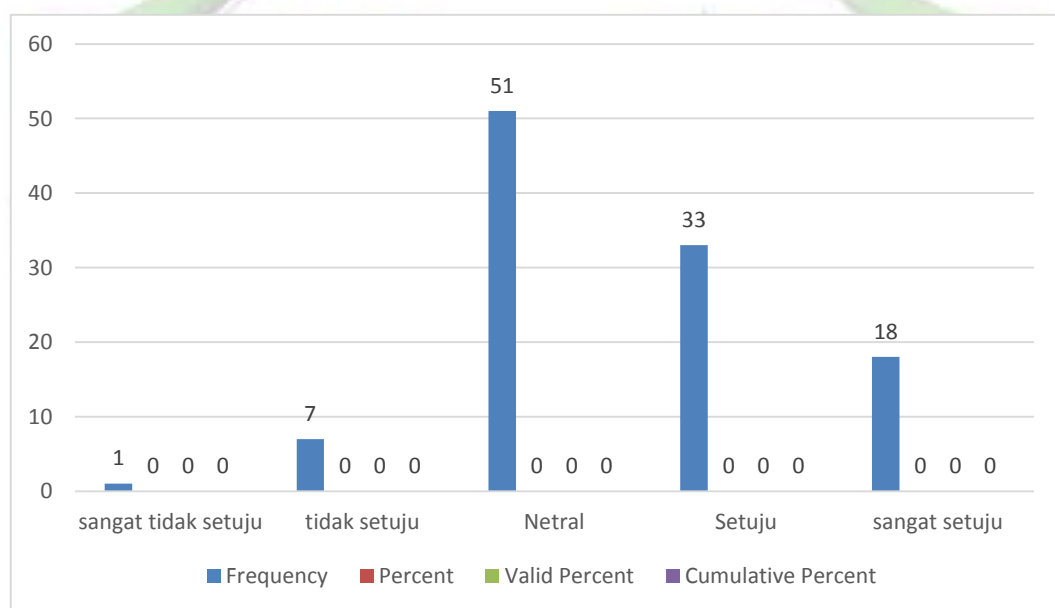


Table 4.12
Result of analysis item 9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sangat tidak setuju	1	,9	,9	,9

tidak setuju	10	9,1	9,1	10,0
Netral	46	41,8	41,8	51,8
Setuju	32	29,1	29,1	80,9
sangat setuju	21	19,1	19,1	100,0
Total	110	100,0	100,0	

Item 9 “Saya senang mempraktekkan bahasa Inggris dengan orang lain yang saya temui kapan saja (*I like to practice English with others I meet at any time*). There was 1 student (0,9%) strongly disagreed, 10 students (9,1%) disagreed, 46 students (41,8%) neutral, 32 students (29,1%) agreed and 21 students (19,1%) strongly agreed.

Figure 4.9
Chart result of questionnaire item 9

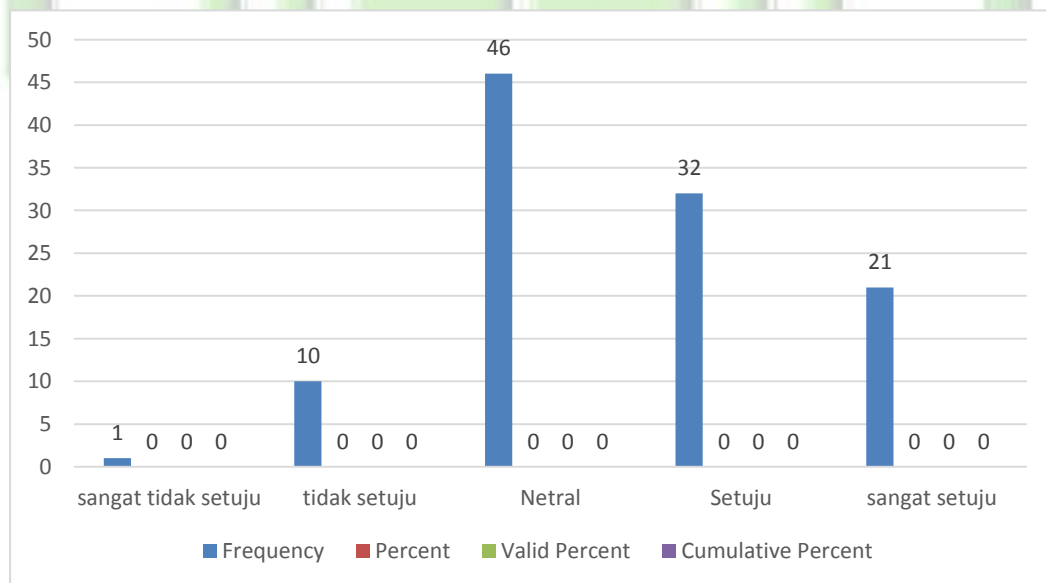


Table 4.13
Result of analysis item 10

	Frequency	Percent	Valid Percent	Cumulative Percent
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	tidak setuju	7	6,4	6,4	6,4
	Netral	23	20,9	20,9	27,3
Valid	Setuju	36	32,7	32,7	60,0
	sangat setuju	44	40,0	40,0	100,0
	Total	110	100,0	100,0	

Item 10 “Saya menyukai guru yang mengoreksi setiap kesalahan yang saya buat, jadi saya mengurangi kebiasaan buruk saya` (*I like the teacher who corrects every mistake I make, so I reduce my bad habits*). There were 7 students (6,4%) strongly disagreed, 23 students (20,9%) disagreed, 36 students (32,7%) neutral, 44 students (40,0%) strongly agreed.

Figure 4.10
Chart result of questionnaire item 10

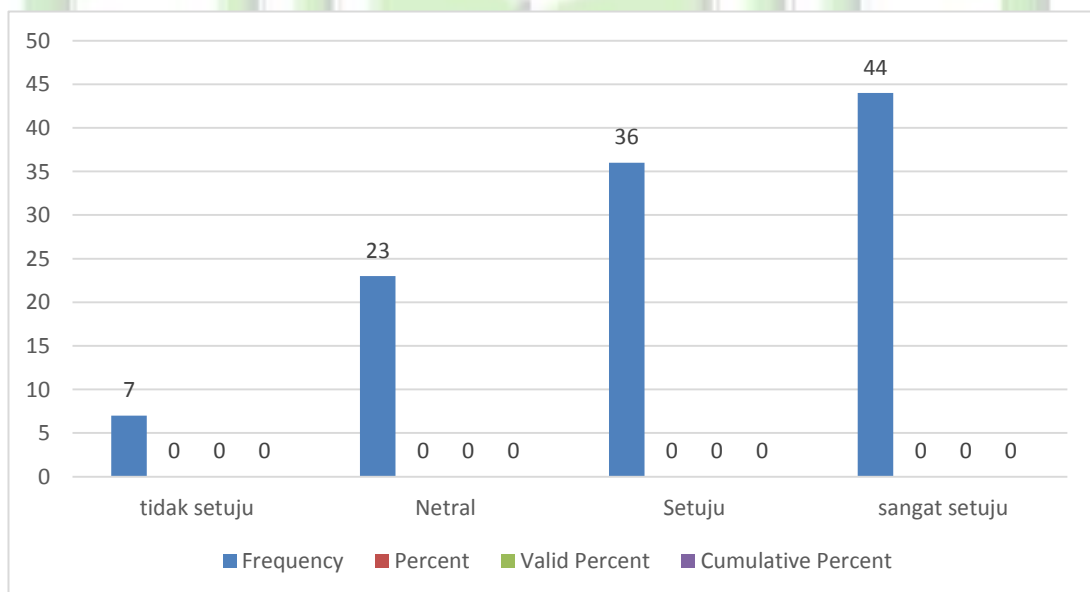


Table 4.14
Result of analysis item 11

	Frequency	Percent	Valid Percent	Cumulative Percent
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	sangat tidak setuju	1	,9	,9	,9
	tidak setuju	4	3,6	3,6	4,5
Valid	Netral	42	38,2	38,2	42,7
	Setuju	41	37,3	37,3	80,0
	sangat setuju	22	20,0	20,0	100,0
	Total	110	100,0	100,0	

Item 11 “Bahasa Inggris adalah salah satu bahasa yang mudah untuk dipelajari bagi semua orang. (*English is one language that is easy to learn for everyone.*). There was 1 student (0,9%) strongly disagreed, 4 students (3,6%) disagreed, 42 students (38,2%) neutral, 41 students (37,3%) agreed, 22 students (20,0 %) strongly agreed.

Figure 4.11
Chart result of questionnaire item 11

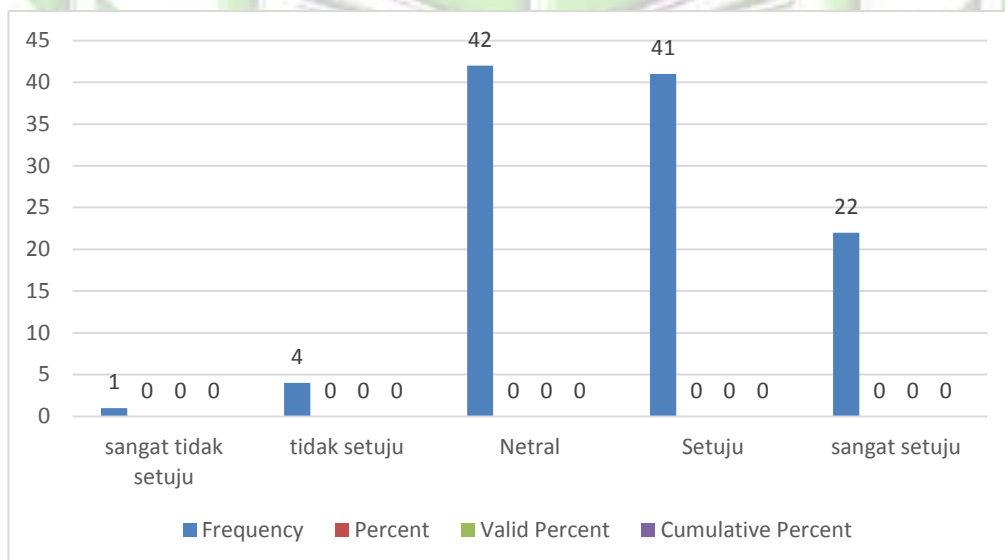


Table 4.15
Result of analysis item 12

	Frequency	Percent	Valid Percent	Cumulative Percent
tidak setuju	5	4,5	4,5	4,5
Netral	37	33,6	33,6	38,2
Valid Setuju	45	40,9	40,9	79,1
sangat setuju	23	20,9	20,9	100,0
Total	110	100,0	100,0	

Item 12 “Saya menemukan pentingnya menciptakan kesempatan untuk diri saya menggunakan bahasa Inggris diluar kelas. (*I found the importance of creating opportunities for myself to use English outside the classroom*). There were 5 students (4,5%) disagreed, 37 students (33,6%) neutral, 45 students (40,9%) agreed, 23 students (20,9%) strongly agreed.

Figure 4.12
Chart result of questionnaire item 12

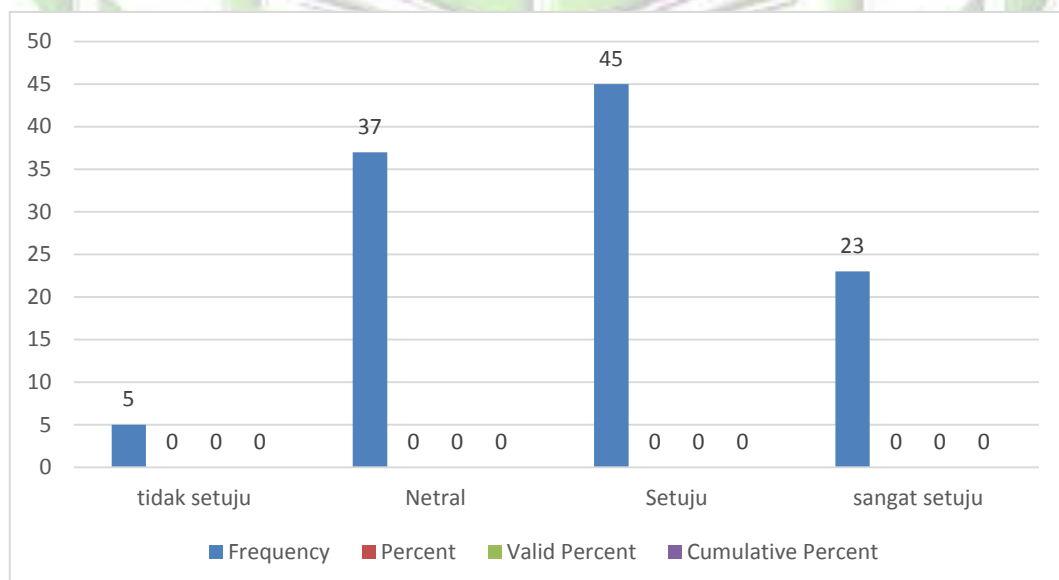


Table 4.16
Result of analysis item 13

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Netral	18	16,4	16,4	16,4
	Setuju	33	30,0	30,0	46,4
	sangat setuju	59	53,6	53,6	100,0
	Total	110	100,0	100,0	

Item 13 “Bagian yang paling terpenting dalam pembelejaraan bahasa asing adalah kosakata (*The most important part of learning a foreign language is vocabulary*). There were 18 students (16,4%) neutral, 33 students (30,0%) agreed, 59 students (53,6%) strongly agreed.

Figure 4.13
Chart result of questionnaire item 13

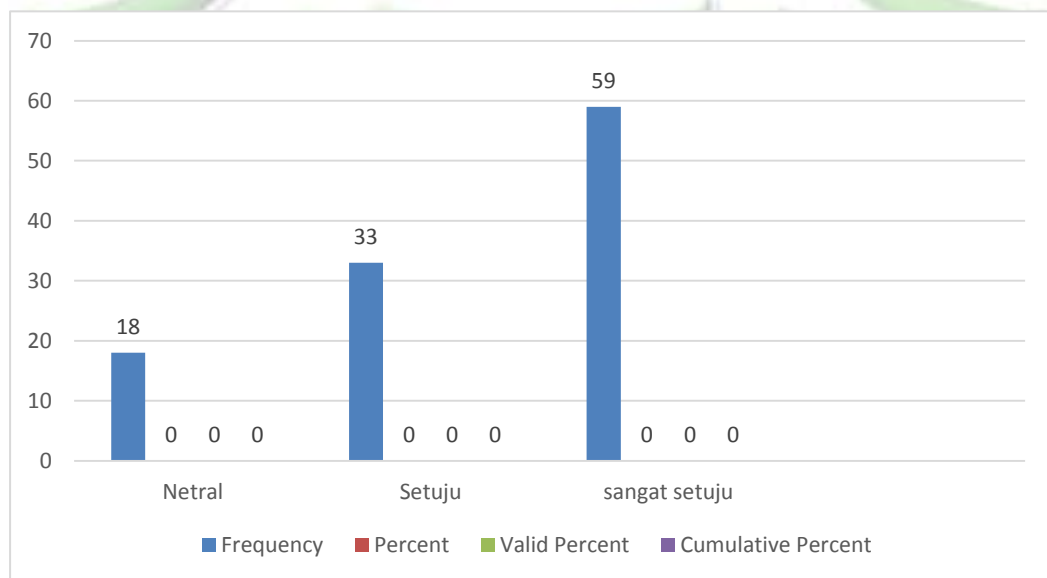


Table 4.17
Result of analysis item 14

	Frequency	Percent	Valid Percent	Cumulative Percent
tidak setuju	3	2,7	2,7	2,7
Valid Netral	25	22,7	22,7	25,5
Setuju	34	30,9	30,9	56,4

sangat setuju	48	43,6	43,6	100,0
Total	110	100,0	100,0	

Item 14 “Kamu akan mudah mengucapkan sesuatu dalam bahasa Inggris apabila kamu belajar dengan giat. (*You will easily say something in English if you study hard.*). There were 3 students (2,7%) disagree, 25 students (22,7%) neutral, 34 students (30,9%) agreed, 48 students (43,6 %) strongly agreed.

Figure 4.14
Chart result of questionnaire item 14

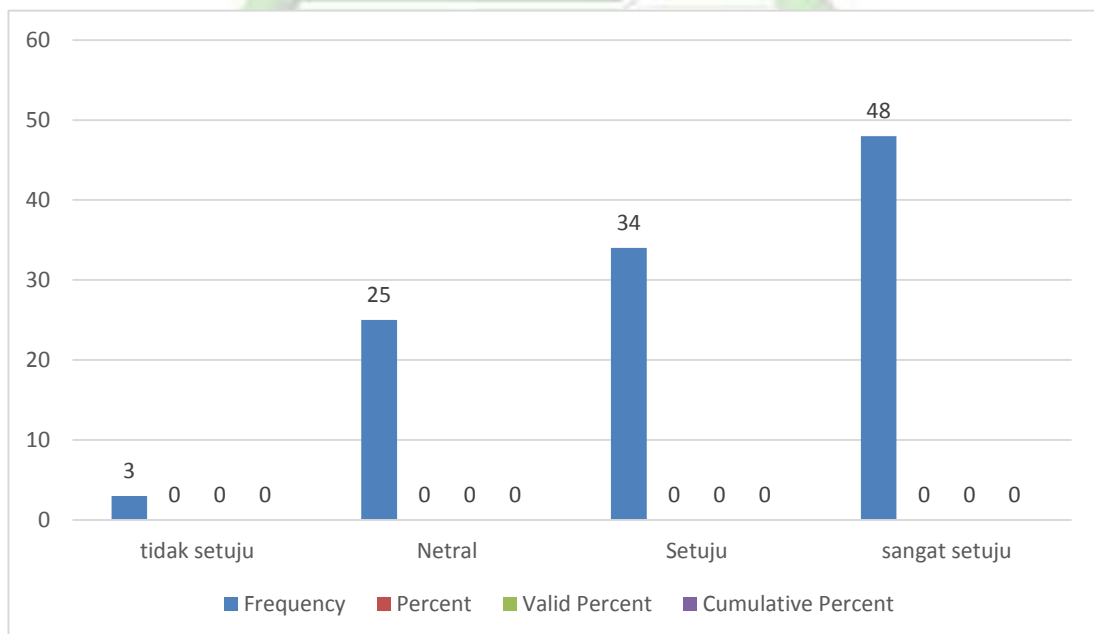


Table 4.18
Result of analysis item 15

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	1	,9	,9	,9
Valid tidak setuju	3	2,7	2,7	3,6
Netral	24	21,8	21,8	25,5
Setuju	50	45,5	45,5	70,9

sangat setuju	32	29,1	29,1	100,0
Total	110	100,0	100,0	

Item 15 “Tidak masalah menebak jika kamu tidak mengetahui kata dalam bahasa Inggris (*It doesn't matter to guess if you don't know the word in English.*). There was 1 student (0,9%) strongly disagreed, 3 students (2,7%) disagreed, 24 students (21,8%) neutral, 50 students (45,5 %) agreed, 32 students (29,1 %) strongly agreed.

Figure 4.15
Chart result of questionnaire item 15

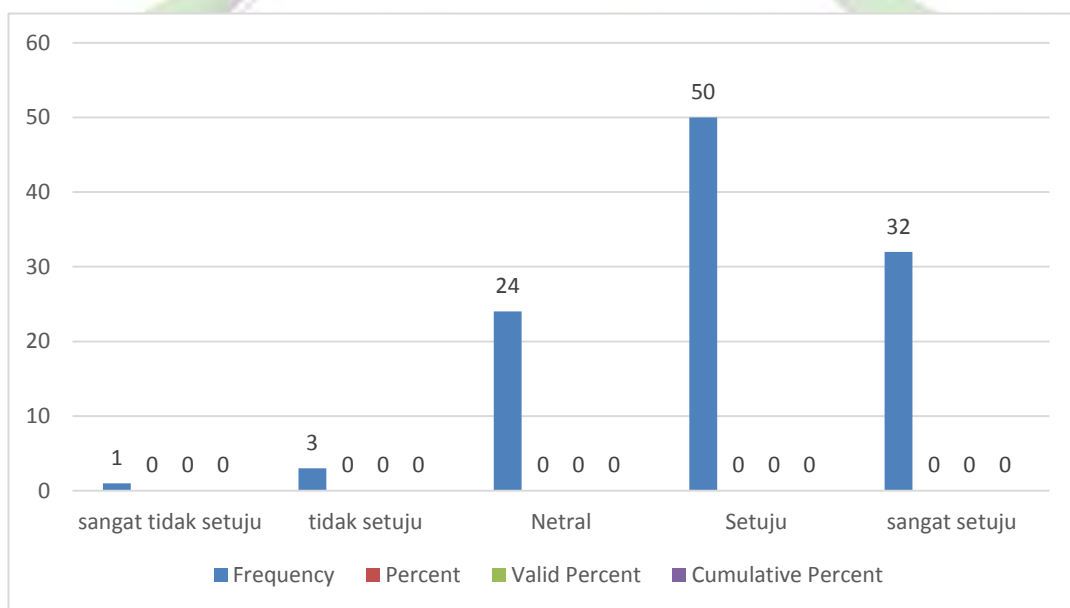


Table 4.19
Result of analysis item 16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sangat tidak setuju	3	2,7	2,7	2,7
Valid tidak setuju	1	,9	,9	3,6
Valid Netral	30	27,3	27,3	30,9

Setuju	42	38,2	38,2	69,1
sangat setuju	34	30,9	30,9	100,0
Total	110	100,0	100,0	

Item 16 “Orang yang pintar dalam matematika belum tentu bagus dalam belajar Bahasa (*People who are good at math are not necessarily good at learning languages.*). There were 3 students (2,7%) strongly disagreed, 1 student (0,9%) disagreed, 30 students (27,3%) neutral, 42 students (38,2 %) agreed, 34 students (30,9 %) strongly agreed.

Figure 4.16
Chart result of questionnaire item 16

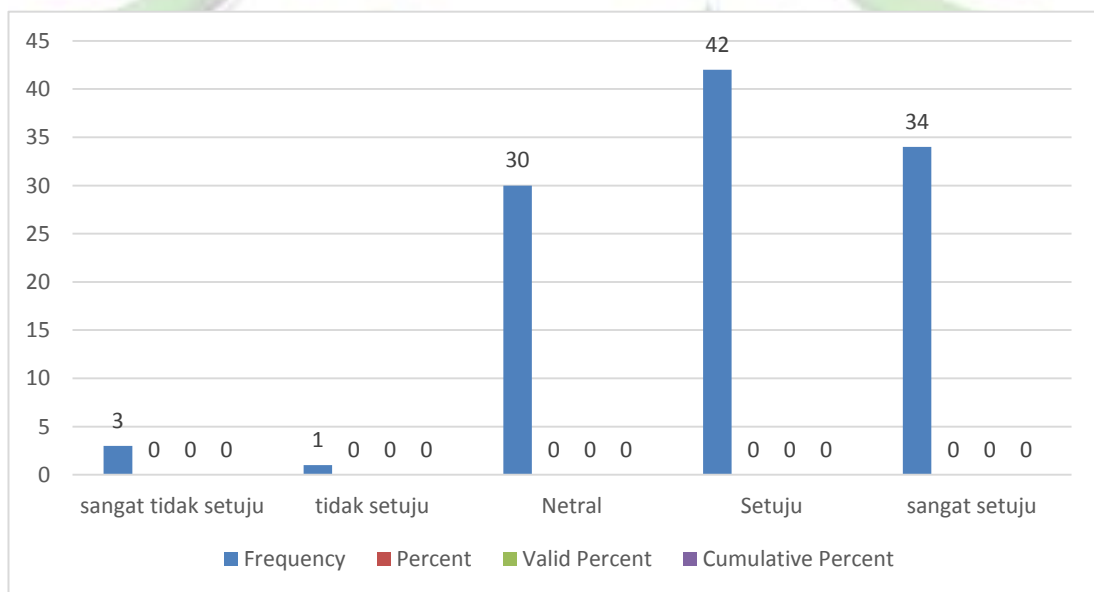


Table 4.20
Result of analysis item 17

	Frequency	Percent	Valid Percent	Cumulative Percent
tidak setuju	2	1,8	1,8	1,8
Valid Netral	21	19,1	19,1	20,9
Setuju	63	57,3	57,3	78,2

sangat setuju	24	21,8	21,8	100,0
Total	110	100,0	100,0	

Item 17 “Sangat penting untuk mengembangkan bahasa Inggris ketika guru meminta untuk mengulang kembali (*It is very important to develop English when the teacher asks to repeat it.*). There were 3 students (2,7%) strongly disagreed, 1 student (0,9%) disagreed, 30 students (27,3%) neutral, 42 students (38,2 %) agreed, 34 students (30,9 %) strongly agreed.

Figure 4.17
Chart result of questionnaire item 17

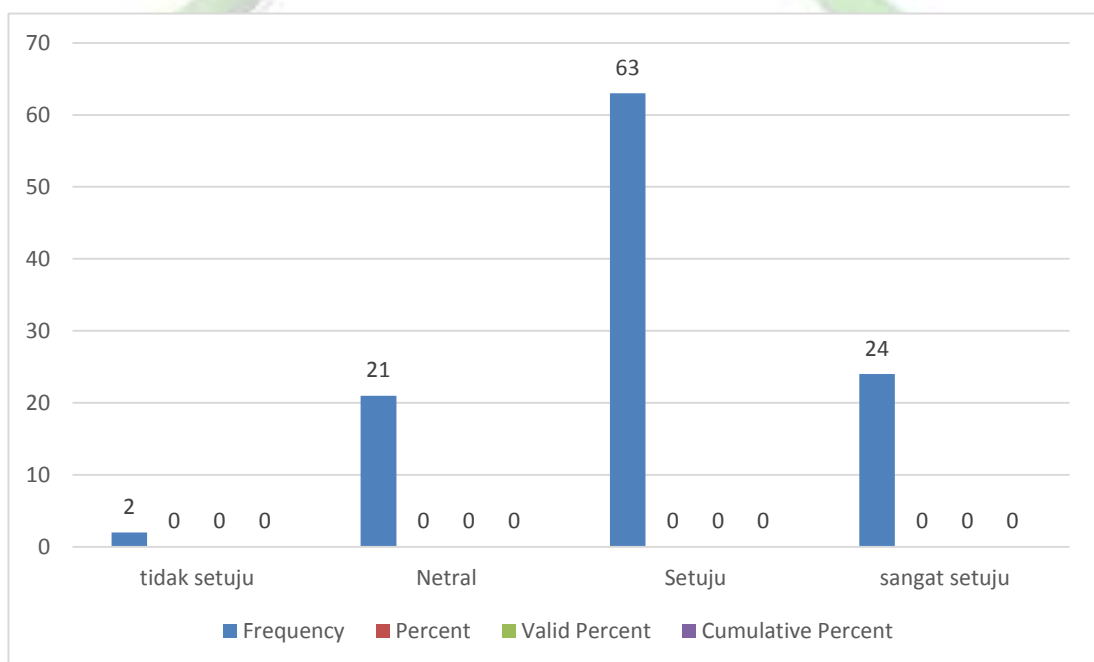


Table 4.21
Result of analysis item 18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid tidak setuju	3	2,7	2,7	2,7
Netral	35	31,8	31,8	34,5

Setuju	49	44,5	44,5	79,1
sangat setuju	23	20,9	20,9	100,0
Total	110	100,0	100,0	

Item 18 “Saya suka memikirkan dipikiran saya apa yang mau saya ucapkan sebelum saya berbicara atau menulis dalam bahasa Inggris” (*I like to think about what I want to say before I speak or write something in English*). There were 3 students (2,7%) disagreed, 35 students (31,8%) neutral, 49 students (44,5%) agreed, 23 students (20,9 %) strongly agreed.

Figure 4.18
Chart result of questionnaire item 18

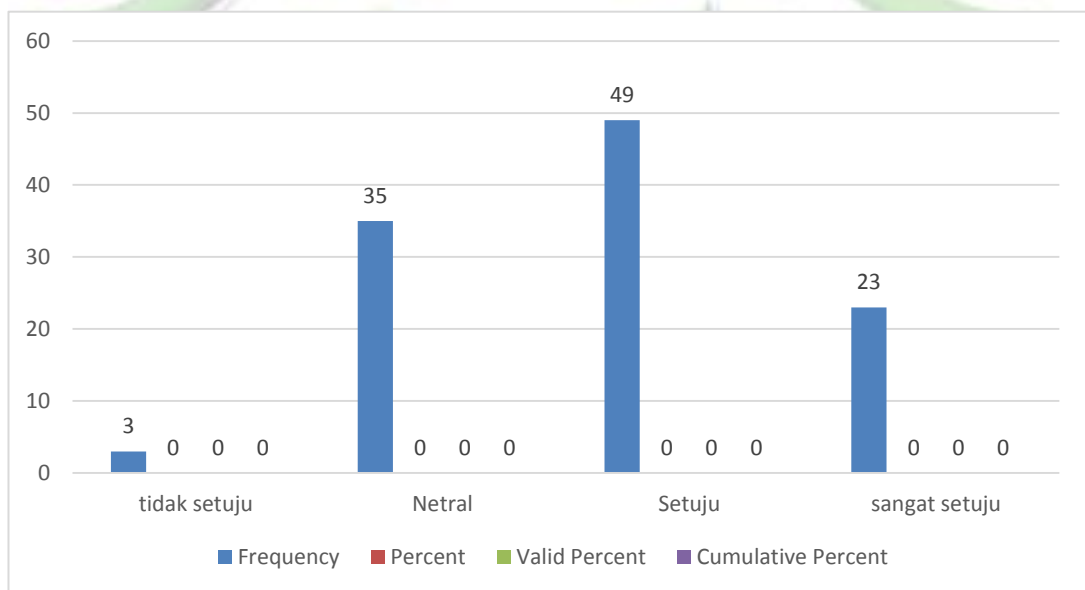


Table 4.22
Result of analysis item 19

	Frequency	Percent	Valid Percent	Cumulative Percent
tidak setuju	3	2,7	2,7	2,7
Valid Netral	25	22,7	22,7	25,5
Setuju	55	50,0	50,0	75,5

sangat setuju	27	24,5	24,5	100,0
Total	110	100,0	100,0	

Item 19 “Setiap orang bisa belajar menggunakan bahasa Inggris sebagai bahasa kedua atau bahasa asing (*Everyone can learn to use English as a second language or a foreign language.*). There were 3 students (2,7%) strongly disagreed, 1 student (0,9%) disagreed, 30 students (27,3%) neutral, 42 students (38,2 %) agreed, 34 students (30,9 %) strongly agreed.

Figure 4.19
Chart result of questionnaire item 19

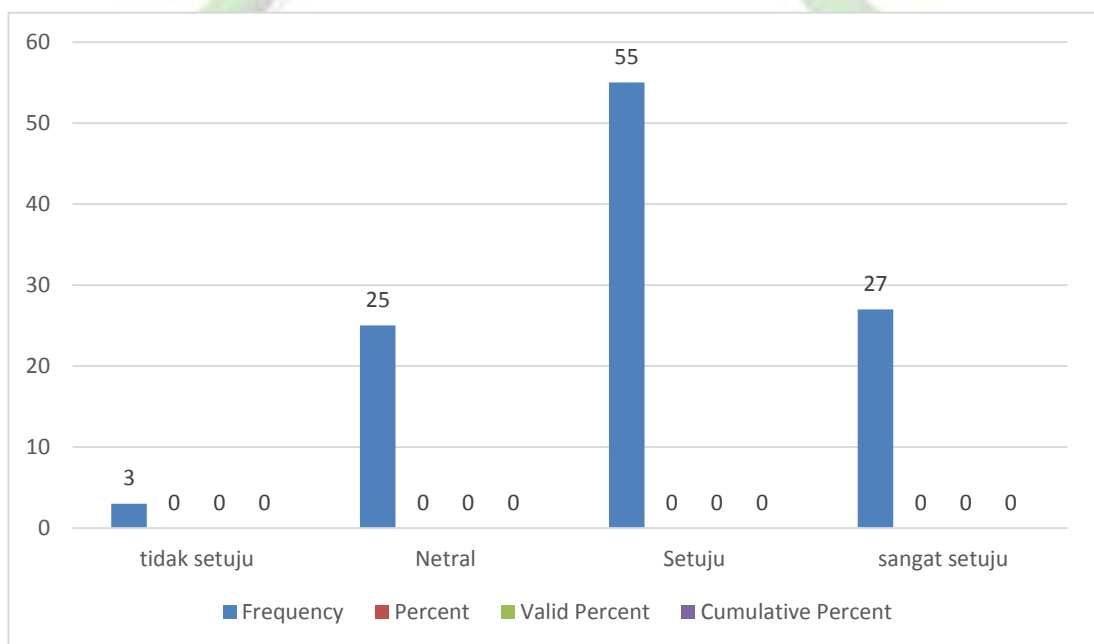


Table 4.23
Result of analysis item 20

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	1	,9	,9	,9
Valid tidak setuju	3	2,7	2,7	3,6

Netral	26	23,6	23,6	27,3
Setuju	50	45,5	45,5	72,7
sangat setuju	30	27,3	27,3	100,0
Total	110	100,0	100,0	

Item 20 “Pengetahuan bahasa Inggris menawarkan keuntungan dalam mencari pekerjaan yang baik (*Knowledge of English offers advantages in finding good jobs*). There was 1 student (0,9%) strongly disagreed, 3 students (2,7%) disagreed, 26 students (23,6%) neutral, 50 students (45,5 %) agreed, 30 students (27,3 %) strongly agreed.

Figure 4.20
Chart result of questionnaire item 20

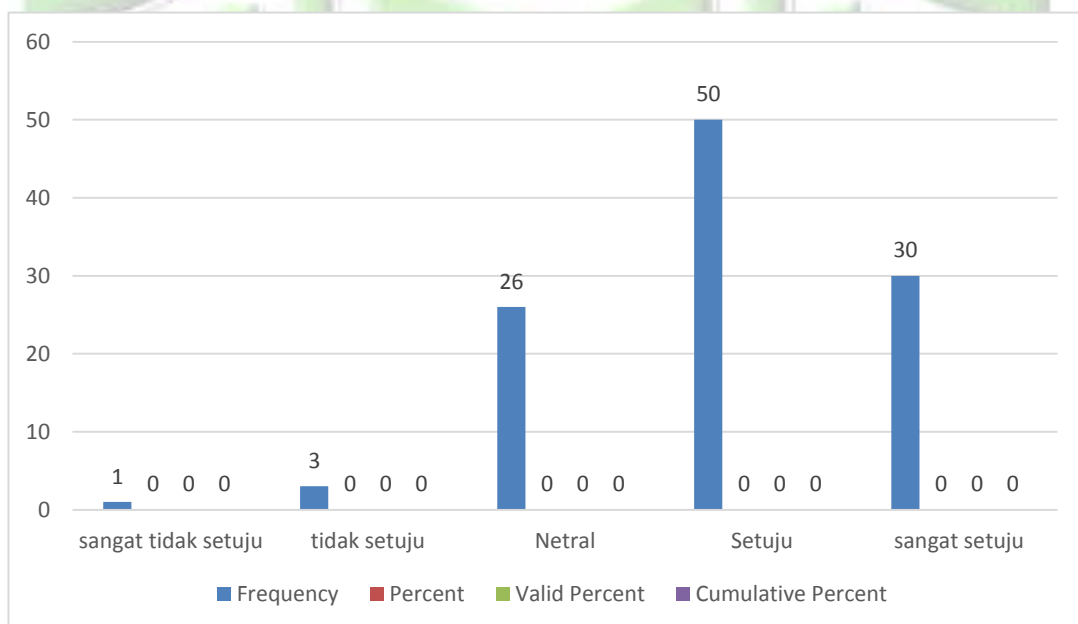


Table 4.24
Result of analysis item 21

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sangat tidak setuju	3	2,7	2,7	2,7

tidak setuju	6	5,5	5,5	8,2
Netral	37	33,6	33,6	41,8
Setuju	41	37,3	37,3	79,1
sangat setuju	23	20,9	20,9	100,0
Total	110	100,0	100,0	

Item 21 “Perusahaan internasional akan menerima semua orang bagi siapa yang menguasai bahasa Inggris. (*International companies will accept everyone for those who master English.*). There were 3 students (2,7%) strongly disagreed, 6 students (5,5%) disagreed, 37 students (33,6%) neutral, 41 students (37,3 %) agreed, 23 students (20,9 %) strongly agreed.

Figure 4.21
Chart result of questionnaire item 21

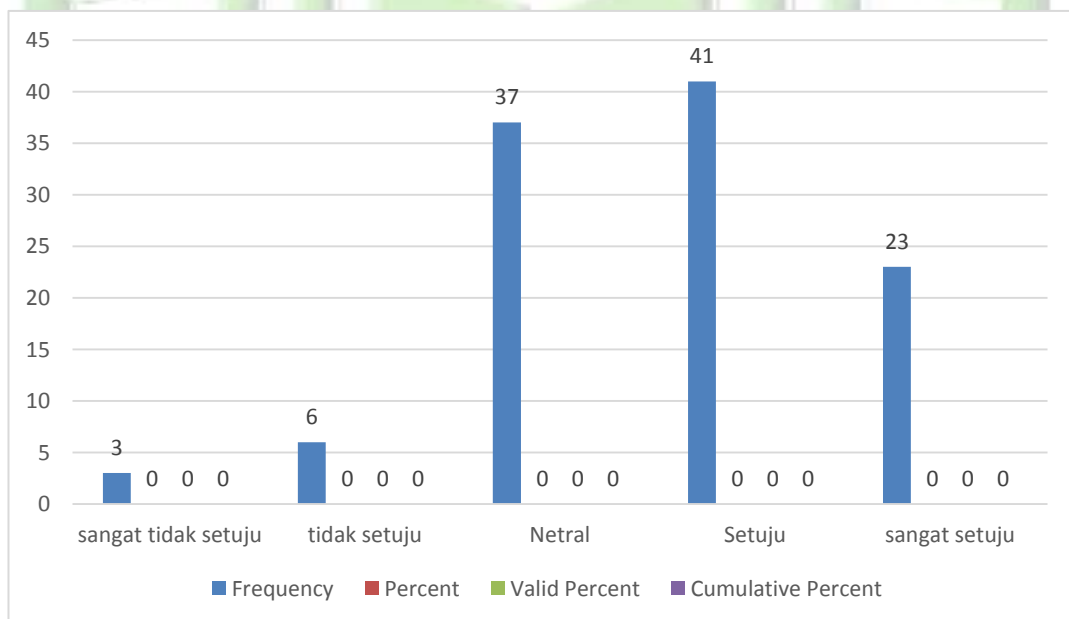


Table 4.25
Result of analysis item 22

	Frequency	Percent	Valid Percent	Cumulative Percent
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	sangat tidak setuju	5	4,5	4,5	4,5
	tidak setuju	13	11,8	11,8	16,4
Valid	Netral	50	45,5	45,5	61,8
	Setuju	34	30,9	30,9	92,7
	sangat setuju	8	7,3	7,3	100,0
	Total	110	100,0	100,0	

Item 22 “Saya belajar bahasa Inggris untuk menjadi master bahasa Inggris (*I studied English to become a master of English*). There was 1 student (0,9%) strongly disagreed, 3 students (2,7%) disagreed, 26 students (23,6%) neutral, 50 students (45,5 %) agreed, 30 students (27,3 %) strongly agreed.

Figure 4.22
Chart result of questionnaire item 22

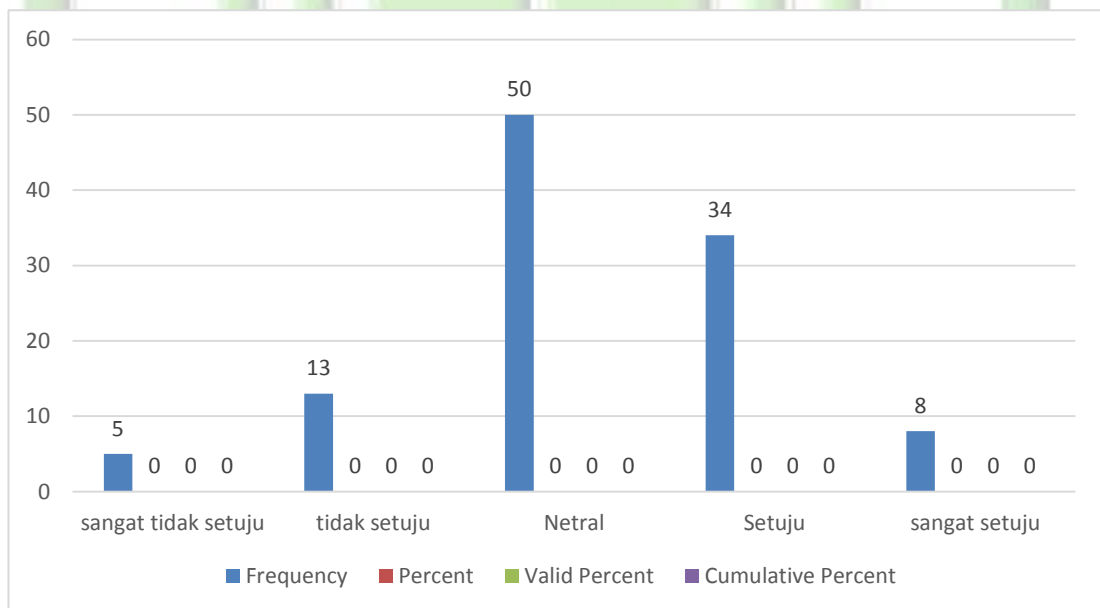


Table 4.26
Result of analysis item 23

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	1	,9	,9	,9
tidak setuju	8	7,3	7,3	8,2
Valid Netral	30	27,3	27,3	35,5
Setuju	38	34,5	34,5	70,0
sangat setuju	33	30,0	30,0	100,0
Total	110	100,0	100,0	

Item 23 “Saya bangga belajar bahasa Inggris (*I am proud to learn English*). There was 1 student (0,9%) strongly disagreed, 8 students (7,3%) disagreed, 30 students (27,3%) neutral, 38 students (34,5 %) agreed, 33 students (30,3 %) strongly agreed.

Figure 4.23
Chart result of questionnaire item 23

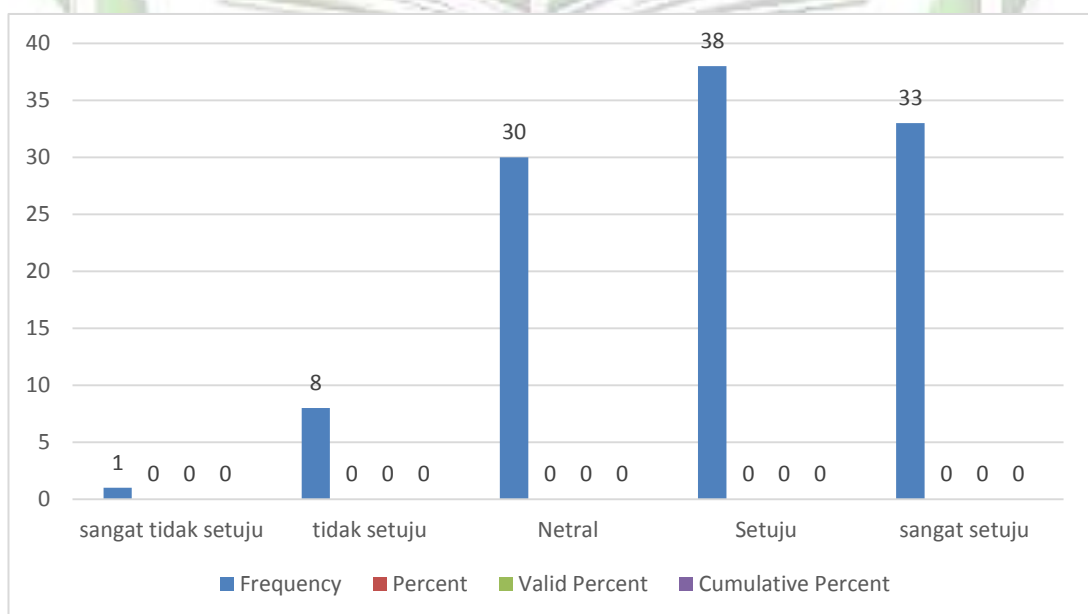


Table 4.27
Result of analysis item 24

	Frequency	Percent	Valid Percent	Cumulative Percent
tidak setuju	9	8,2	8,2	8,2
Netral	45	40,9	40,9	49,1
Valid Setuju	28	25,5	25,5	74,5
sangat setuju	28	25,5	25,5	100,0
Total	110	100,0	100,0	

Item 24 “Belajar bahasa Inggris mirip dengan belajar yang lain mata pelajaran (*Learning English is similar to learning other subjects.*). There were 9 students (8,2%) disagreed, 45 students (40,9%) neutral, 28 students (25,5%) agreed, 28 students (25,5 %) strongly agreed.

Figure 4.24
Chart result of questionnaire item 24

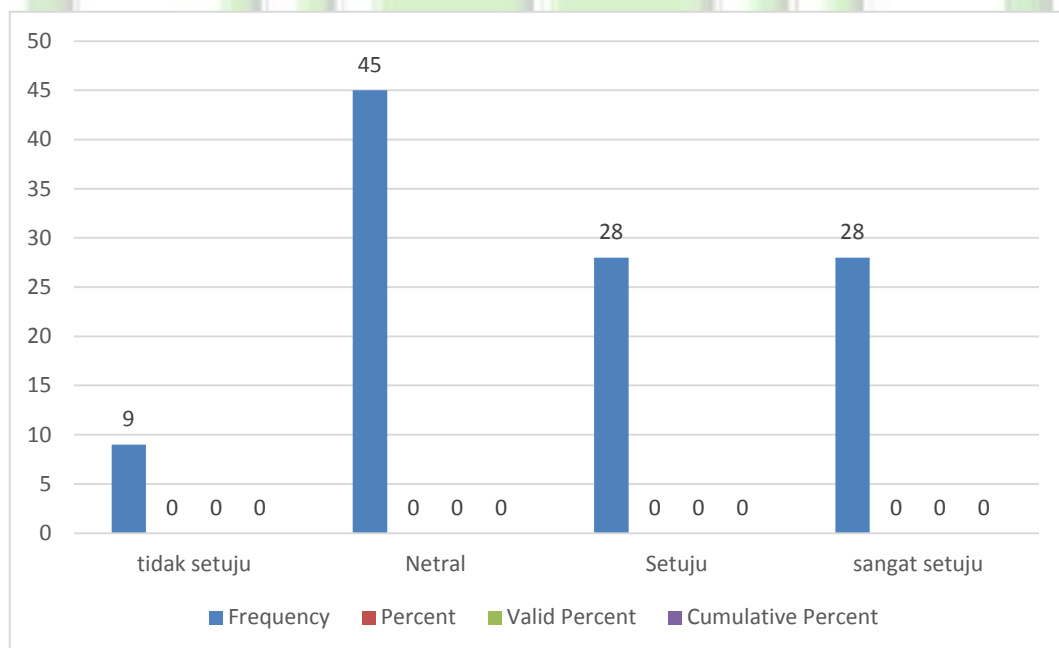


Table 4.28
Result of analysis item 25

	Frequency	Percent	Valid Percent	Cumulative Percent
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	sangat tidak setuju	1	,9	,9	,9
	tidak setuju	9	8,2	8,2	9,1
Valid	Netral	53	48,2	48,2	57,3
	Setuju	40	36,4	36,4	93,6
	sangat setuju	7	6,4	6,4	100,0
	Total	110	100,0	100,0	

Item 25 “Saya suka berbicara bahasa Inggris (*I like to speak English.*). There was 1 student (0,9%) strongly disagreed, 9 students (8,2%) disagreed, 53 students (48,2%) neutral, 40 students (36,4 %) agreed, 7 students (6,4%) strongly agreed.

Figure 4.25
Chart result of questionnaire item 25

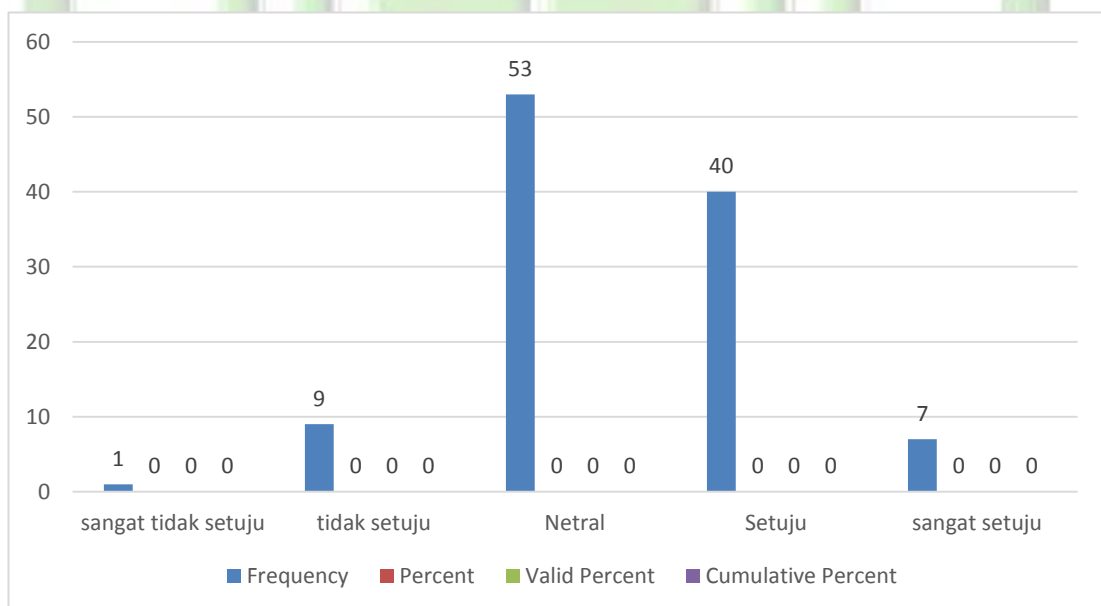


Table 4.29
Result of analysis item 26

	Frequency	Percent	Valid Percent	Cumulative Percent
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	sangat tidak setuju	4	3,6	3,6	3,6
	tidak setuju	10	9,1	9,1	12,7
Valid	Netral	45	40,9	40,9	53,6
	Setuju	46	41,8	41,8	95,5
	sangat setuju	5	4,5	4,5	100,0
	Total	110	100,0	100,0	

Item 26 “Saya merasa senang ketika saya berbicara bahasa Inggris kepada teman-teman saya (*I feel happy when I speak English to my friends*). There were 4 students (3,6%) strongly disagreed, 10 students (9,1%) disagreed, 45 students (40,9%) neutral, 46 students (41,8 %) agreed, 5 students (4,5%) strongly agreed.

Figure 4.26
Chart result of questionnaire item 26

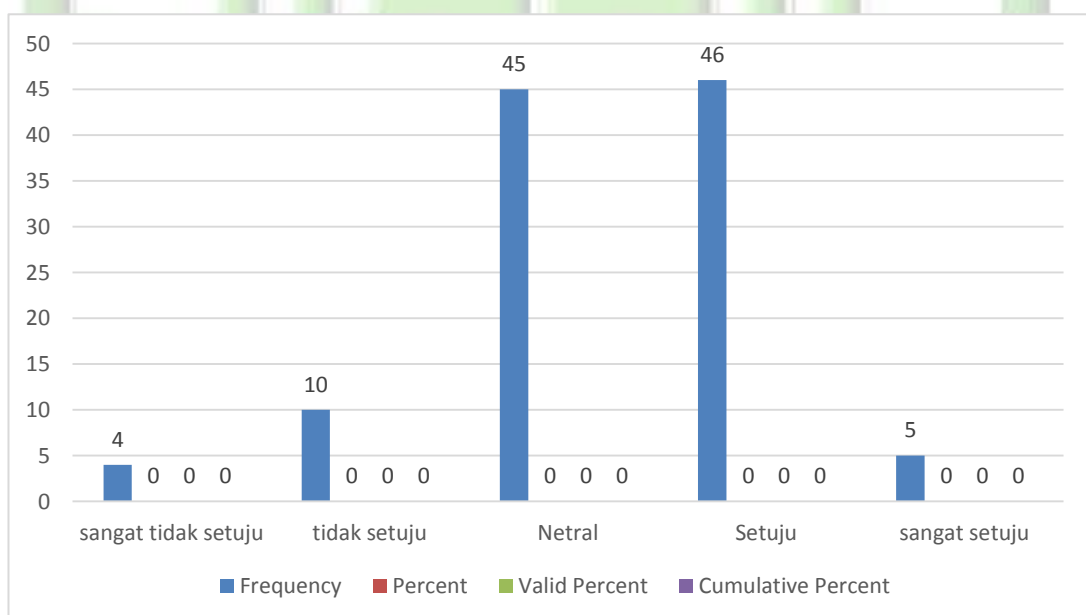


Table 4.30
Result of analysis item 27

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	13	11,8	11,8	11,8
tidak setuju	23	20,9	20,9	32,7
Valid Netral	41	37,3	37,3	70,0
Setuju	26	23,6	23,6	93,6
sangat setuju	7	6,4	6,4	100,0
Total	110	100,0	100,0	

Item 27 “Jika saya berbicara bahasa Inggris kepada teman-teman saya, saya terlihat seperti orang yang sombong. (*If I speak English to my friends, I look like an arrogant person.*). There were 13 students (11,8%) strongly disagreed, 23 students (20,9%) disagreed, 41 students (37,3%) neutral, 26 students (23,6 %) agreed, 7 students (6,4%) strongly agreed.

Figure 4.27
Chart result of questionnaire item 27

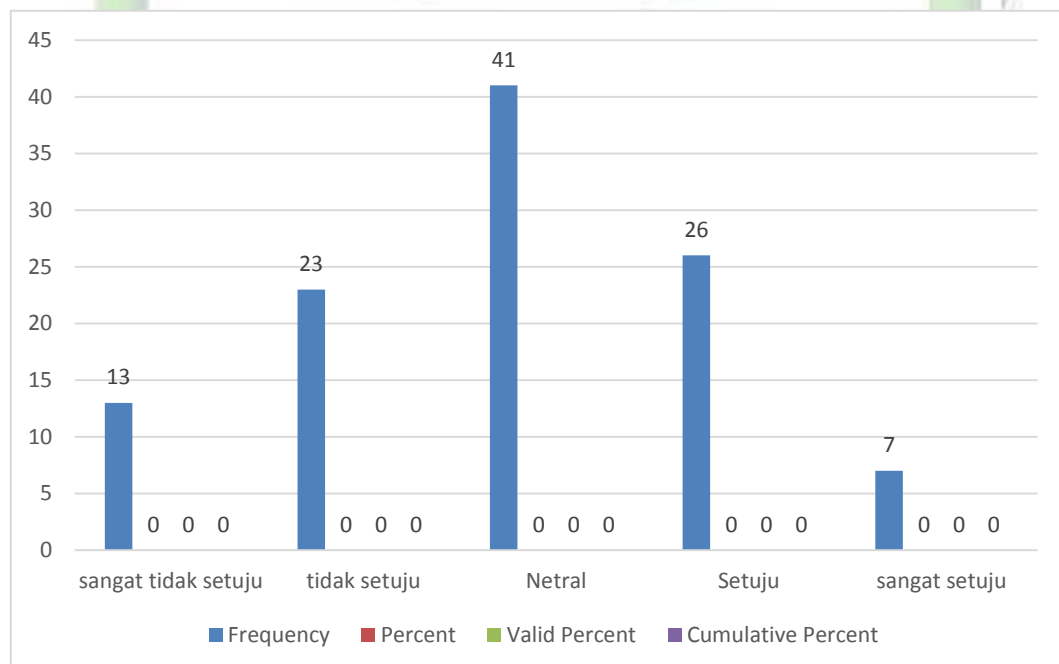


Table 4.31
Result of analysis item 28

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	7	6,4	6,4	6,4
tidak setuju	20	18,2	18,2	24,5
Valid Netral	38	34,5	34,5	59,1
Setuju	19	17,3	17,3	76,4
sangat setuju	26	23,6	23,6	100,0
Total	110	100,0	100,0	

Item 28 “Saya tidak peduli dengan tata bahasa Inggris saya.. (*I don't care about my English grammar*) There were 7 students (6,4%) strongly disagreed, 20 students (18,2%) disagreed, 38 students (34,5%) neutral, 19 students (17,3 %) agreed, 26 students (23,6%) strongly agreed.

Figure 4.28
Chart result of questionnaire item 28

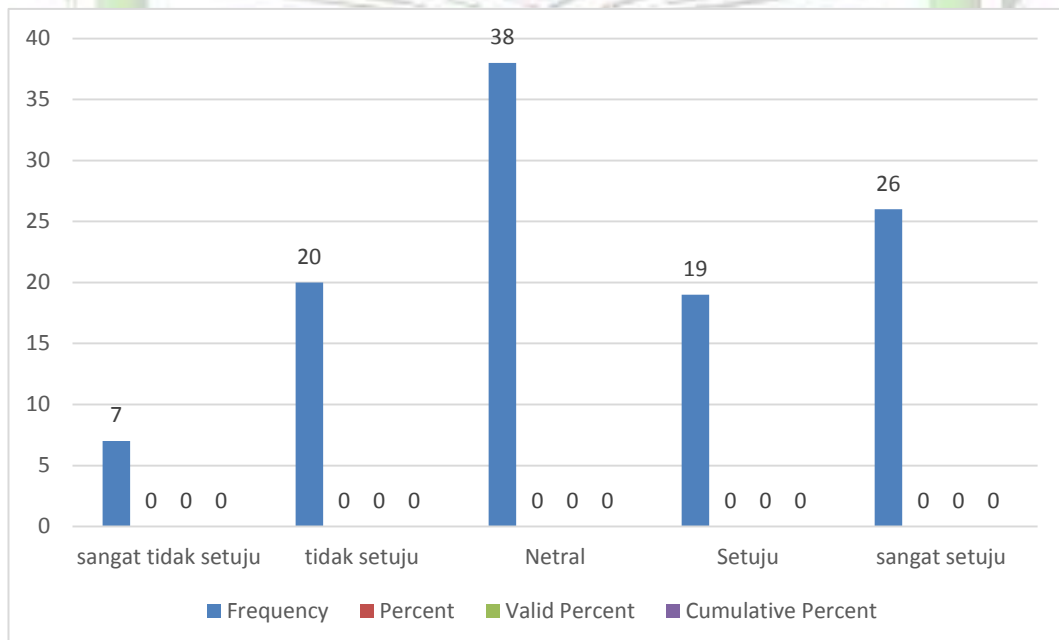


Table 4.32
Result of analysis item 29

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	5	4,5	4,5	4,5
tidak setuju	14	12,7	12,7	17,3
Valid Netral	61	55,5	55,5	72,7
Setuju	25	22,7	22,7	95,5
sangat setuju	5	4,5	4,5	100,0
Total	110	100,0	100,0	

Item 29 “Saya akan berbicara bahasa Inggris dengan teman sekelas saya.. (*If I speak English to my friends, I look like an arrogant person.*). There were 13 students (11,8%) strongly disagreed, 23 students (20,9%) disagreed, 41 students (37,3%) neutral, 26 students (23,6 %) agreed, 7 students (6,4%) strongly agreed.

Figure 4.29
Chart result of questionnaire item 29

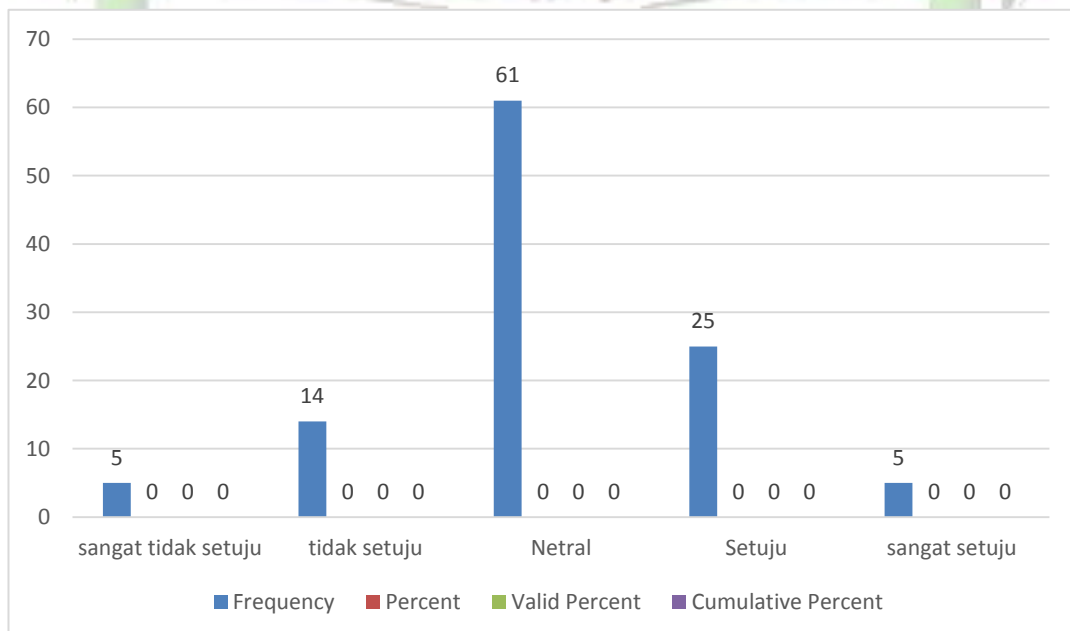


Table 4.33
Result of analysis item 30

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	8	7,3	7,3	7,3
tidak setuju	23	20,9	20,9	28,2
Valid Netral	50	45,5	45,5	73,6
Setuju	23	20,9	20,9	94,5
sangat setuju	6	5,5	5,5	100,0
Total	110	100,0	100,0	

Item 30 “Saya bergabung dengan klub berbahasa Inggris “ (*I joined an English speaking club*). There were 8 students (7,3%) strongly disagreed 23 students (20,9%) disagreed, 50 students (45,5%) neutral, 23 students (20,9 %) agreed, 6 students (5,5%) strongly agreed.

Figure 4.30
Chart result of questionnaire item 30

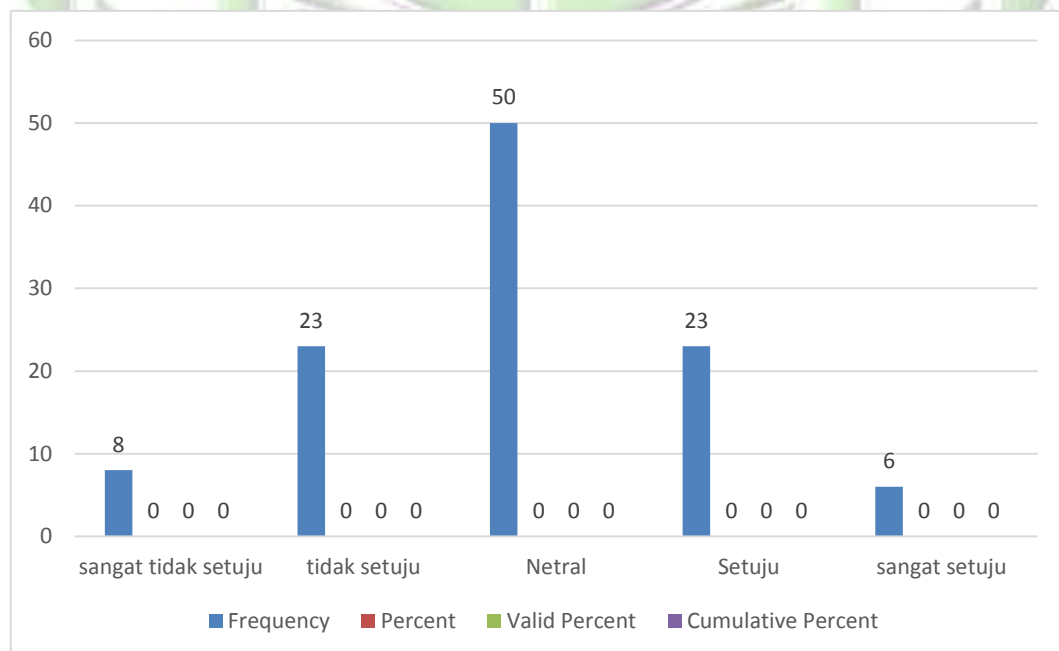


Table 4.34
Result of analysis item 31

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	7	6,4	6,4	6,4
tidak setuju	25	22,7	22,7	29,1
Valid Netral	38	34,5	34,5	63,6
Setuju	18	16,4	16,4	80,0
sangat setuju	22	20,0	20,0	100,0
Total	110	100,0	100,0	

Item 31 “Saya membaca lebih banyak buku / novel / koran /majalah dalam bahasa Inggris. “ (*I read more books / novels / newspapers / magazines in English.*). There were 7 students (6,4%) strongly disagreed, 25 students (22,7%) disagreed, 38 students (34,5%) neutral, 18 students (16,4 %) agreed, 22 students (20,0%) strongly agreed.

Figure 4.31
Chart result of questionnaire item 31

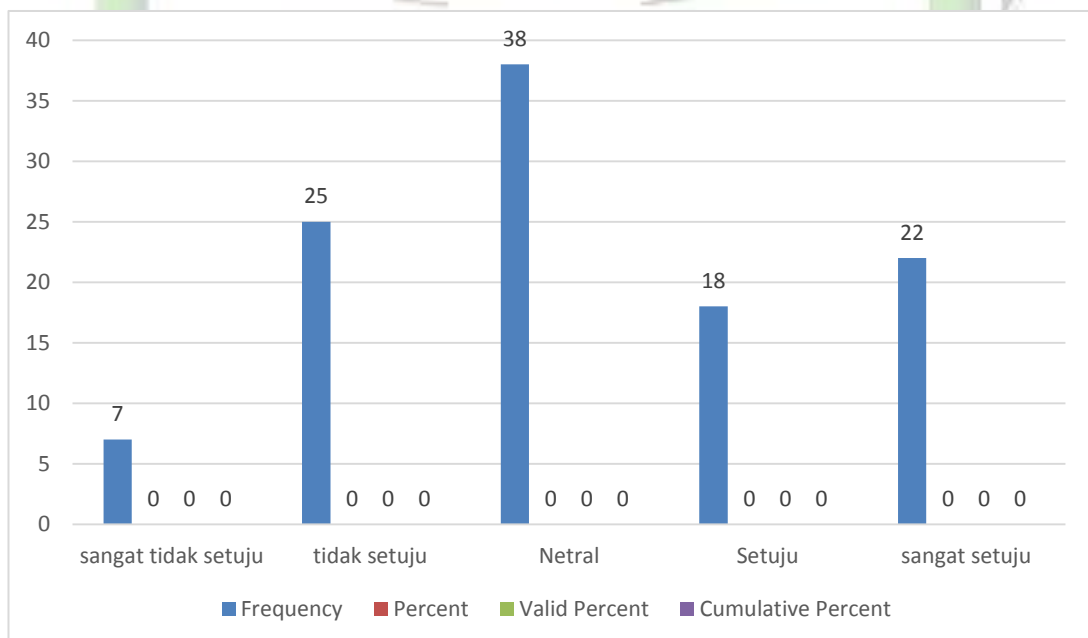


Table 4.35
Result of analysis item 32

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	8	7,3	7,3	7,3
tidak setuju	23	20,9	20,9	28,2
Valid Netral	45	40,9	40,9	69,1
Setuju	26	23,6	23,6	92,7
sangat setuju	8	7,3	7,3	100,0
Total	110	100,0	100,0	

Item 32 “Saya memiliki banyak sumber bahasa Inggris di rak buku saya. “ (*I have many sources of English on my bookshelf.*). There were 8 students (7,3%) strongly disagreed, 23 students (20,9%) disagreed, 45 students (40,9%) neutral, 26 students (23,6 %) agreed, 8 students (7,3%) strongly agreed.

Figure 4.32
Chart result of questionnaire item 32

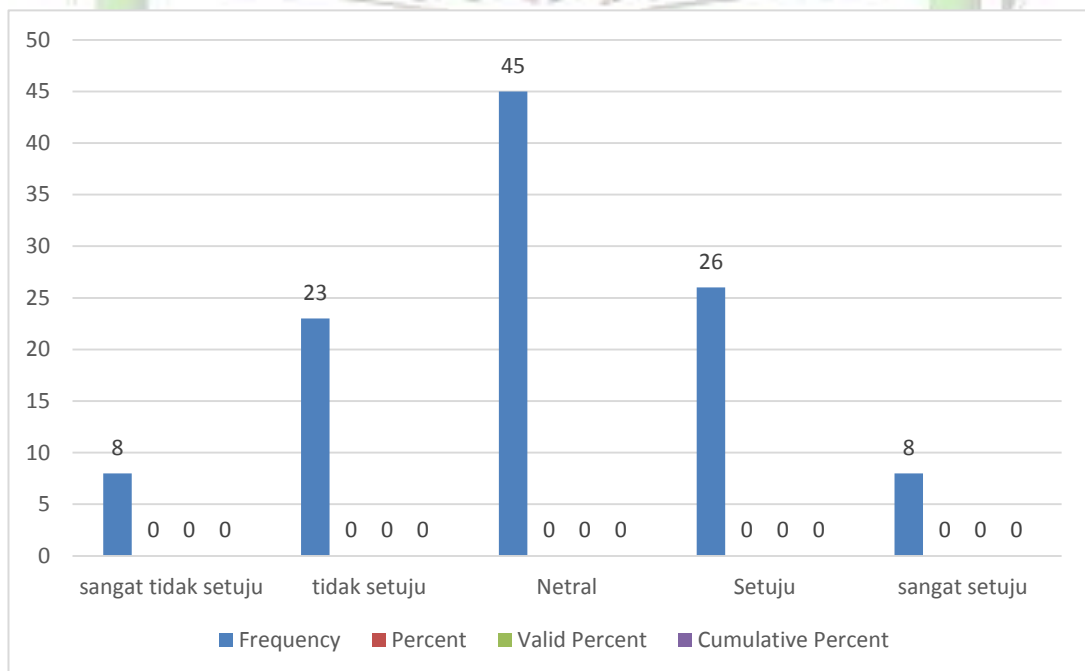


Table 4.36
Result of analysis item 33

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	3	2,7	2,7	2,7
tidak setuju	20	18,2	18,2	20,9
Valid Netral	48	43,6	43,6	64,5
Setuju	29	26,4	26,4	90,9
sangat setuju	10	9,1	9,1	100,0
Total	110	100,0	100,0	

Item 33 “Saya memperbarui status di jejaring sosial (facebook / twitter/WA) dalam bahasa Inggris. “ (*I am updating my status on social networks (Facebook / Twitter / WA in English..)*). There were 3 students (2,7%) strongly disagreed, 20 students (18,2%) disagreed, 48 students (43,6%) neutral, 29 students (26,4 %) agreed, 10 students (9,1%) strongly agreed.

Figure 4.33
Chart result of questionnaire item 33

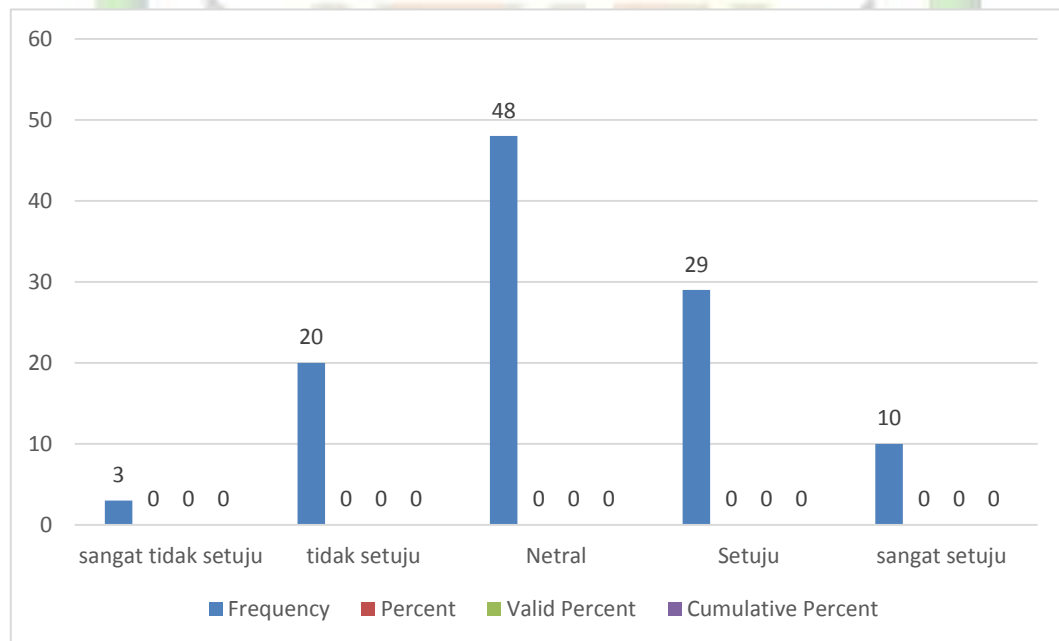


Table 4.37
Result of analysis item 34

	Frequency	Percent	Valid Percent	Cumulative Percent
sangat tidak setuju	3	2,7	2,7	2,7
tidak setuju	3	2,7	2,7	5,5
Valid Netral	37	33,6	33,6	39,1
Setuju	42	38,2	38,2	77,3
sangat setuju	25	22,7	22,7	100,0
Total	110	100,0	100,0	

Item 34 “Saya ingin pergi ke negara-negara Inggris untuk meningkatkan kemampuan saya berbicara dan belajar tentang budaya. “ (*I want to go to the United Kingdom to improve my ability to speak and learn about culture.*). There were 3 students (2,7%) strongly disagreed, 3 students (2,7%) disagreed, 37 students (33,6%) neutral, 42 students (38,2 %) agreed, 25 students (22,7%) strongly agreed.

Figure 4.34
Chart result of questionnaire item 34

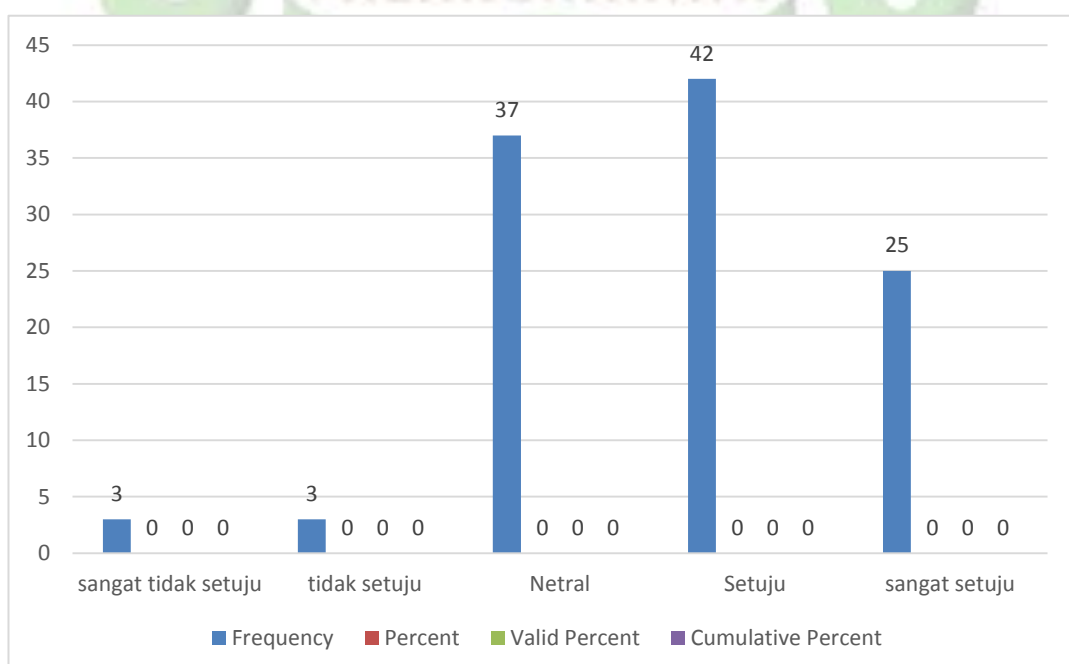


Table 4.38
Final Result of Analysis Students' Belief

NO	Score	Categorized	No	Score	Categorized
1	92	Strongly Agree	18	76	Agree
2	84	Strongly Agree	19	79	Agree
3	78	Agree	20	79	Agree
4	77	Agree	21	66	Agree
5	76	Agree	22	71	Agree
6	77	Agree	23	77	Agree
7	81	Agree	24	73	Agree
8	70	Agree	25	67	Agree
9	71	Agree	26	66	Agree
10	81	Strongly Agree	27	58	Neutral
11	74	Agree	28	66	Agree
12	75	Agree	29	62	Agree
13	87	Strongly Agree	30	57	Neutral
14	83	Strongly Agree	31	64	Agree
15	79	Agree	32	60	Agree
16	78	Agree	33	64	Agree
17	79	Agree	34	75	Agree

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total Score}}{\text{Total Item}} \\
 &= \frac{2.626}{34} \\
 &= 77.2 \% \text{ (Agree)}
 \end{aligned}$$

B. Data Findings

In this section, the data finding of the study would be showed by tables. The research questions was “How is Dakwah major students’ belief toward the importance of English learning at IAIN Palangka Raya? The result of research on student’s belief toward the importance of English learning for dakwah activity at IAIN Palangka Raya was obtained by employing questionnaire as the main instrument to collect the data.

From the data presentation on table 4.1above revealed the result of the target needs and the students’ learning needs. Based on the specification, the questionnaires consist of 2 sections.

a. Result of Questionnaire

Table 4. 39
The Students’ Necessities

No. item	Statements	Percent	M	STD	Result
2.	Jika saya belajar bahasa Inggris dengan baik, ini akan membantu saya sebagai alat untuk berdakwah dalam pensyiaran islam.	44.5%	4.23	0,57	Strongly Agree
3.	Saya harus belajar bahasa Inggris	43.6%	3.91	0.86	Agree

	sehingga saya bisa sukses dalam mendapatkan pekerjaan khususnya di bidang dakwah.				
4.	Saya suka mempelajari bahasa Inggris karena akan mempermudah mencari pekerjaan dalam komunikasi dan penyiaran islam.	32.7%	3.87	0,94	Agree
13.	Bagian yang paling terpenting dalam pemebejaraan bahasa asing adalah kosakata	53.6%	4.37	0.75	Strongly Agree
18.	Saya suka memikirkan dipikiran saya apa yang saya mau ucapkan sebelum saya berbicara atau menulis sesuatu dalam bahasa Inggris	44.5%	3,84	0,78	Agree
26.	Saya merasa senang ketika saya berbicara bahasa Inggris kepada teman-teman saya.	41.8%	3,35	0,85	Agree
28.	Saya tidak peduli dengan tata bahasa Inggris saya.	34.5%	3,34	1,20	Undecided
30.	Saya bergabung dengan klub berbahasa Inggris	45.5%	2,96	1,01	Undecided

From the table 4.39 showed 44.5% students believe in the importance of learning English as a tool for preaching communication and broadcasting Islam in the future. and 43.6% students believe that learning English can be successful in getting a job especially in the field of da'wah. And 53.6% of KPI study program students strongly agree The most important part in learning foreign languages is vocabulary. and this is one of the very fundamental parts of English, namely vocabulary that must be memorized and understood. and 41.8% of students feel happy when speaking English to their friends.

Table 4. 40
The Students' Wants

No. item	Statements	Percent	M	STD	Result
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1.	Jika saya bisa bahasa Inggris dengan baik, saya akan memiliki banyak kesempatan untuk menggunakannya di masa akan datang.	68.2%	4.64	0,57	Strongly Agree
5.	Jika saya mengembangkan bahasa Inggris saya, saya akan mempunyai perubahan yang lebih baik dalam berdakwah.	45.5%	3.82	0.88	Agree
6.	Saya ingin belajar berbicara, membaca, menulis bahasa Inggris dengan baik untuk memperdalam komunikasi dan penyiaran islam.	45.5%	4.31	0.71	Strongly Agree
31.	Saya membaca lebih banyak buku / novel / koran / majalah dalam bahasa Inggris.	34.5%	3.21	1.18	Undecided
33.	Saya memperbarui status di jejaring sosial (facebook / twitter/WA) dalam bahasa Inggris.	43.6%	3.21	0.93	Undecided

From the data displayed 68.2% of students believe that having the ability to speak English well will be useful and have many opportunities in the future. and also 45.5% of students really want to learn from the most important components of English, namely writing, reading, listening and speaking well to deepen Islamic communication and broadcasting. and 45.5% of students want to develop English and will have a better change in preaching.

Table 4.41
The Students' Lacks

No. item	Statements	Percent	M	STD	Result
8.	Saya tidak merasa malu ketika berbicara bahasa Inggris dengan orang lain	46.4%	3.55	0.87	Undecided
9.	Saya senang mempraktekkan bahasa Inggris dengan orang lain yang saya temui kapan saja.	41.8%	3.55	0.93	Undecided
12.	Saya menemukan pentingnya menciptakan kesempatan untuk	40.9%	3.78	0.82	Agree

	diri saya menggunakan bahasa Inggris diluar kelas				
14.	Kamu akan mudah mengucapkan sesuatu dalam bahasa Inggris apabila kamu belajar dengan giat.	43.6%	4.15	0.86	Strongly Agree
15.	Tidak masalah menebak jika kamu tidak mengetahui kata dalam bahasa Inggris.	45.5%	3.99	0.84	Agree
16.	Orang yang pintar dalam matematika belum tentu bagus dalam belajar Bahasa	38.2%	3.94	0.93	Agree
25.	Saya suka berbicara bahasa Inggris.	48.2%	3.39	0.76	Undecided
27.	Jika saya berbicara bahasa Inggris kepada teman-teman saya, saya terlihat seperti orang yang sombong.	37.3%	2.92	1.08	Undecided
34.	Saya ingin pergi ke negara-negara Inggris untuk meningkatkan kemampuan saya berbicara dan belajar tentang budaya.	38.2%	3.75	0.93	Agree

Looking at the table (4.41) revealed that 40.9% students' believe that finding the importance of creating opportunities to use English outside the classroom. and 43.6% of KPI study program students strongly agree that pronouncing sentences in English will be easy when studying hard. And 38.2% of students want to go abroad to improve their speaking skills and learn about culture. Besides, there are 45.5% of students are neutral in the problem if it doesn't matter to guess if they don't know the word in English.

Table 4.42
The Students' Learning Needs

No. item	Statements	Percent	M	STD	Result
10.	Saya menyukai guru yang mengoreksi setiap kesalahan yang saya buat, jadi saya mengurangi kebiasaan buruk	49.2%	4.06	0.93	Agree

	saya`				
11.	Bahasa Inggris adalah salah satu bahasa yang mudah untuk dipelajari bagi semua orang.	47.6%	3.72	0.85	Agree
19.	Setiap orang bisa belajar menggunakan bahasa Inggris sebagai bahasa kedua atau bahasa asing	34.9%	3.96	0.76	Undecided
20.	Pengetahuan bahasa Inggris menawarkan keuntungan dalam mencari pekerjaan yang baik	33.3%	3.95	0.83	Undecided
21.	Perusahaan internasional akan menerima semua orang bagi siapa yang menguasai bahasa Inggris.	37.3%	3.68	0.95	Agree
23.	Saya bangga belajar bahasa Inggris	34.5%	3.85	0.96	Agree
32.	Saya memiliki banyak sumber bahasa Inggris di rak buku saya	40.9%	3.03	1.01	Undecided

The table above (4.42) presented students' response to the existence of English as a means of propagating Islamic communication and broadcasting. 49.2% of students like teachers who correct every mistake made, so students can reduce their bad habits. So this makes 47.6% of students agree that English is one language that is easy to learn for everyone. and 34.9% of students were undecided in responding that Everyone could learn to use English as a second language or a foreign language. and 33.3% of students wavered about the question, namely Knowledge of English offered an advantage in finding a good job. from the 110 students of KPI study program, some of them 49.2% agreed that international companies would accept everyone for who mastered English.

b. Result of Interview

In this interview, researchers wanted to know how the opinions of KPI study program lecturers on about policy, the condition of learning English in the classroom and expectations of communication study programs and

Islamic broadcasting on English as one of the tools for preaching. The researcher conducted an interview on 10-17 June 2018. The researcher conducted an interview only to three lecturers, namely: Deputy dean 1 faculty ushuludin adab and preaching KPI study program, head of KPI study program and English lecturer. Because, they are very representative in completing the data needed, and can answer the problems in this study.

Table 4.43
Result of analysis interview survey item 1-10 with the head of the KPI study program

Lecturers' code	Question	lecturer answer
S-F	1. Menurut bapak apakah penting belajar bahasa Inggris bagi mahasiswa jurusan Dakwah?kenapa?	Iya, sangat penting. Karena itu adalah alat dakwah bagi mereka. Dengan menguasai bahasa asing, seseorang dapat berkomunikasi lebih jauh sehingga wawasannya dalam teknologi dan informasi juga lebih terbuka. Menguasai bahasa asing juga menjadi syarat wajib beberapa perusahaan untuk bisa bekerja di perusahaan tersebut. Maka dari itu mahasiswa wajib memiliki kesadaran tentang pentingnya bahasa asing agar dapat bersaing dan memiliki bekal di masa sekarang dan masa depan.
	2. Apakah ada buku pegangan bahasa Inggris untuk mahasiswa jurusan dakwah prodi KPI?	Selama ini tidak ada buku pegangan bagi mahasiswa. Mungkin ada pembelajaran khusus selama di dalam kelas.

	3. Apakah ada silabus untuk dosen pengajar bahasa Inggris bagi mahasiswa jurusan dakwah?	Ada
	4. Bagaimana pendapat bapak terhadap pentingnya pembelajaran bahasa Inggris di jurusan dakwah?	Pembelajaran bahasa Inggris itu penting bagi mahasiswa prodi KPI, bahkan semua mahasiswa IAIN P.raya harus yang namanya belajar bahasa Inggris dan ini sebuah kewajiban dari institut.
	5. Apakah dosen pengajar bahasa Inggris di jurusan dakwah telah memaksimalkan proses pembelajarannya?	Selama ini dosen sudah mengajar dengan baik dan sesuai prosedur yang ada.
	6. Menurut bapak bagaimana harapan bapak untuk mahasiswa KPI terhadap pembelajaran bahasa Inggris sebagai mata kuliah wajib?	Menurut saya pribadi sebagai ketua prodi KPI. Harapan sih untuk semua mahasiswa IAIN khususnya mahasiswa prodi KPI itu menjadikan bahasa Inggris itu sebagai alat tambahan mereka untuk berdakwah. Tetapi saya tidak mempunyai harapan khusus yang mana harapan ini tidak berkaitan dengan prodi. Karena matkul bahasa Inggris wajib dari institut, jadi prodi hanya sebuah pelaksanaan saja.
	7. Bagaimana kondisi dan proses pembelajaran mahasiswa prodi KPI terhadap bahasa Inggris?	Kalau kondisi dan proses pembelajaran bahasa Inggris lebih tepatnya ditanyakan ke dosen pengajar bahasa Inggris langsung.

8. Bagaimana kebijakan prodi KPI terhadap pentingnya pembelajaran bahasa Inggris bagi mahasiswa KPI?	Dalam kebijakan ini tidak ditujukan kepada prodi tetapi saya sudah utarakan sebelumnya yaitu kebijakan ini adalah semuanya tergantung dari institut.	
9. Bagaimana sikap bapak apabila keadaan mahasiswa prodi KPI terhadap pembelajaran bahasa Inggris menurun?	Apabila ada mahasiswa yang menurun pembelajarannya terhadap matkul bahasa Inggris. Maka itu menjadi perhatian tersendiri bagi mahasiswa agar supaya lebih giat belajarnya dan tidak hanya sekedar memenuhi matkul wajib saja, akan tetapi agar bisa dijadikan ilmu bahasa Inggris itu bisa dipraktekkan di kehidupan sehari-hari.	
10. Apakah kurikulum yang sedang digunakan sekarang itu sesuai dengan kebutuhan mahasiswa terhadap pembelajaran bahasa Inggris?	Iya, akan tetapi nantinya akan diklarifikasi kembali dengan kebijakan institut sesuai kebutuhan mahasiswa prodi KPI.	

Based on table 4.43, the results of the interview analysis on the questions asked to the lecturers about the importance of learning English in KPI study program students. in this interview the researcher asked three important things, namely policy, conditions in classroom learning and expectations for KPI study students. The researcher concluded that from the head of the KPI study program, English learning was very important to learn and this course was a compulsory subject for all IAIN students, especially students of the KPI Study Program. and this English is a tool for propagating Islamic communication and broadcasting.

but from policy interviews and expectations not expressed in this interview. policies and expectations are all from the institute's decision on learning English for all study programs. so for KPI study programs it doesn't take over important for that.

Table 4.44
Result of analysis interview survey item 1-10 with the deputy dean 1
faculty ushuludin adab and dakwah KPI study program

Lecturers' code	Question	lecturer answer
F-L	1. Menurut bapak apakah penting belajar bahasa Inggris bagi mahasiswa jurusan Dakwah?kenapa?	Bahasa Inggris itu adalah mata kuliah dasar umum yang harus dikuasai mahasiswa di berbagai fakultas mana pun, jurusan manapun. Bahasa Inggris,bahasa Indonesia, bahasa Arab itu kalau di fakultas agama atau institut agama islam atau di UIN, kecuali PTU itu bahasa Inggris, bahasa Indonesia itu mata kuliah wajib yang harus di ikuti oleh mahasiswa. Filosofi nya adalah memberi bekal kepada mahasiswa dasar-dasar pembelajaran bahasa Inggris lanjutan dari SLTA. Jadi, pada dasarnya bahasa Inggris di perguruan tinggi itu pendalaman. Jadi, mereka tidak pembelajaran bahasa Inggris dasar lagi tapi sudah intermediate

		(sudah lanjutan). Jadi, menurut saya penting, ya karena memang dasar. Ilmu pengetahuan itu kan rata-rata literasi nya adalah berbahasa asing. Jadi pembelajaran bahasa asing itu sangat strategis dan penting untuk pembelajaran mata kuliah-mata kuliah berikutnya.
	2. Bagaimana kebijakan prodi KPI terhadap pentingnya pembelajaran bahasa Inggris bagi mahasiswa KPI?	Kebijakan ini sudah termasuk kurikulum. Minimal 2 SKS (bahasa Arab dan bahasa Inggris) yang wajib diikuti oleh mahasiswa prodi KPI sejak mulai awal masuk kuliah sebagai mata kuliah wajib.
	3. Bagaimana kebijakan fakultas Dakwah terhadap pentingnya pembelajaran bahasa Inggris bagi mahasiswa KPI?	Pembelajaran bahasa Inggris ini sudah dimasukkan melalui kurikulum yang berlaku dari kebijakan fakultas. Dan saya akan mengembangkan nantinya laboratorium dakwah yang menggunakan bahasa multilingual. Jadi, tidak hanya bahasa Indonesia saja akan tetapi bahasa daerah itu penting. Sebagaimana Da'i tidak ngerti bahasa dayak, bahasa banjar dll. Semua itu harus dikuasai.
	4. Menurut bapak bagaimana harapan bapak untuk	Harapan saya untuk mahasiswa prodi KPI terhadap pembelajaran bahasa Inggris adalah

	<p>mahasiswa KPI terhadap pembelajaran bahasa Inggris sebagai mata kuliah wajib?</p>	<p>bahwasanya nanti nya mereka menjadikan bahasa Inggris ini adalah sebagai alat dakwah yang mempunyai manfaat dan maslahat untuk ummat.</p>
	<p>5. Apakah kondisi pembelajaran bahasa Inggris di prodi KPI sekarang sudah baik?</p>	<p>Perlu ditinjau kembali dengan pembaharuan-pembaharuan kurikulum dan silabus akan memberikan dampak yang baik sesuai kebutuhan mahasiswa.</p>
	<p>6. Apakah kurikulum yang sedang digunakan sekarang itu sesuai dengan kebutuhan mahasiswa terhadap pembelajaran bahasa Inggris?</p>	<p>Saya kira kita perlu tinjau lagi, karena menurut saya sangat sedikit 2 SKS itu. Setidak nya 6 SKS semisal bahasa Inggris itu diawali dari lanjutan bahasa Inggris dasarnya (speaking, structere, writing dan listening) dan termasuk vocabulary itu sangat penting.</p>
	<p>7. Bagaimana tanggapan bapak bahwasanya bahasa Inggris adalah salah satu alat untuk berdakwah?</p>	<p>Iya, itu setidaknya dimiliki oleh mahasiswa prodi KPI khususnya dalam berdakwah untuk meningkatkan dakwah kepenjuru dunia dengan bahasa internasional. Tapi ingat, saya katakan sebelumnya jangan sampai lupa dan dilupakan bahasa daerah bahasa Indonesia karena itu sangattlah penting.</p>
	<p>8. Bagaimana persepsi bapak mengenai efektivitas</p>	<p>Penda'i kita sasarannya dan masyarakatnya adalah masyarakat kelas bawah. Untuk the high</p>

	<p>penggunaan bahasa Inggris dalam berdakwah?</p>	<p>class itu belum, artinya penggunaan bahasa Inggris secara kaffaah itu belum. Bahasa Inggris hanya sekedar untuk menggali pengetahuan saja. Tapi ada juga sasaranya untuk high class cuman sedikit hanya satu dua orang saja. Akan tetapi setiap tahunnya akan lebih baik dan menghasilkan kualitas-kualitas SDM yang mampu bersaing di ranah internasional.</p>
	<p>9. Apakah ada visi misi yang khusus yang berkaitan dengan pembelajaran bahasa Inggris sebagai alat dakwah mereka nantinya?</p>	<p>Iya, pastinya itu akan menunjang dan menjadikan fokus tujuan utama untuk pembelajaran bahasa Inggris</p>
	<p>10. Apakah mahasiswa prodi KPI dianjurkan dalam praktik komunikasi dan penyiaran islam menggunakan bahasa Inggris untuk ikut bersaing di ranah Internasional?</p>	<p>Iya, pastinya begitu apa yang saya utarakan sebelumnya untuk kedepannya akan mengembangkan laboratorium dakwah, bahkan nantinya diluar dari pada kurikulum akan mengembangkan seperti halnya course untuk menunjang dan mendukung pengetahuan bahasa Inggris.</p>

From table 4.44 above, the results of the analysis interview on some of the questions asked to the deputy dean of 1 ushuludin adab faculty and preaching

about policies and expectations for KPI study program students in learning English. The researcher concludes that the current curriculum will be reviewed because it has not met the needs of students towards learning English. So that previously there were 2 SKS to 6 SKS. the purpose of this curriculum is to deepen basic and reliable English. at least so, if not "I will create a preaching laboratory in the future with multilingual language, and will also urge students to take courses in learning English," he said.

Table 4.45
Result of analysis interview survey item 1-10 with English teaching lecturers

Lecturers' code	Question	lecturer answer
NI	1. Menurut ibu apakah penting belajar bahasa Inggris bagi mahasiswa prodi KPI sebagai alat dakwah mereka? kenapa?	Iya, sangat lah penting bagi mahasiswa untuk belajar sekaligus untuk menjadikan Bahasa Inggris itu sendiri sebagai alat dakwah mereka untuk menghadapi era globalisasi internasional.
	2. Bagaimana ibu mengajar mahasiswa prodi KPI, apakah ada metode khusus?	Metode yang diajarkan sesuai dengan kebutuhan mereka. Jadi seperti halnya pakai power point, membikin kelompok untuk meningkatkan motivasi belajar asing Bahasa Inggris. Dan juga metode ini berkaitan dengan ESP yang bertujuan untuk memenuhi kriteria pembelajaran Bahasa Inggris.

	3. Apakah ada silabus pembelajaran bahasa Inggris bagi mahasiswa prodi KPI?	Ada, akan tetapi silabus yang digunakan tidak sesuai dengan kebutuhan mahasiswa prodi KPI. Pergantian tahun akademik akan ditinjau kembali supaya adanya perbaikan system pembelajaran Bahasa Inggris.
	4. Selama ini apa saja kendala yang dialami ibu dalam menghadapi proses pembelajaran mahasiswa prodi KPI?	Kendala yang dialami yaitu dengan adanya ketidaksamaan atau ketidakselarasan terhadap pembelajaran Bahasa Inggris. Baik dari kurikulum dan silabus. Sehingga menjadikan mahasiswa turun semangat dalam mengikuti pembelajaran Bahasa Inggris.
	5. Bagaimana harapan ibu bagi mahasiswa prodi KPI terhadap pentingnya bahasa Inggris sebagai alat dakwah?	Harapan untuk mahasiswa KPI nantinya akan menjadi Da'I yang handal dan berkualitas dengan dibekali ilmu Bahasa baik Bahasa Arab dan Inggris. Sehingga hal ini menjadikan alat dakwah untuk mensyiarkan agama Islam sampai ke ranah internasional.
	6. Bagaimana kondisi dan proses pembelajaran mahasiswa prodi KPI terhadap bahasa Inggris?	Kondisi pembelajaran Bahasa Inggris yang terjadi pada saat dalam kelas berjalan dengan baik dan lancar pada saat pembelajaran.
	7. Apakah kurikulum yang	Belum sepenuhnya terpenuhi dengan

	sedang digunakan sekarang itu sesuai dengan kebutuhan mahasiswa terhadap pembelajaran bahasa Inggris?	kebutuhan mahasiswa dengan adanya kurikulum yang sudah disusun dan harus dirancang kembali dan ditinjau untuk kebutuhan mahasiswa terhadap pembelajaran Bahasa Inggris. Karena kurikulum pada saat ini perlu banyak perbaikan – perbaikan. Seperti halnya Bahasa Inggris untuk pembelajaran TOEFL dan juga SKS yang telah diampu mahasiswa cukup kurang yang hanya 2 SKS setidaknya 6 SKS.
	8. Apakah mahasiswa prodi KPI mempunyai semangat dalam belajar bahasa Inggris?	Mahasiswa prodi KPI pada umumnya semangat dalam belajar Bahasa Inggris. Hanya saja alasan dari pada itu semua yaitu ketidakselarasan terhadap kurikulum yang berlaku. Akan tetapi akan segera ditindaklanjuti Antara institute dan Prodi KPI.
	9. Bagaimana metode mengajar ibu terhadap mahasiswa prodi KPI?	Metode yang digunakan yaitu sering banyak diskusi antar dosen dan mahasiswa seperti kerja kelompok ,presentasi dll. Guna untuk meningkatkan daya pikir terhadap Bahasa Inggris. Seperti halnya ayat quran yang perlu dibahas dan juga yang harus dipahami melalui pembelajaran Bahasa Inggris.

	10. Bagaimana sikap ibu apabila keadaan mahasiswa prodi KPI terhadap pembelajaran bahasa Inggris menurun?	Selama yang saya jalani sekarang untuk pembelajaran Bahasa Inggrisnya apabila ada mahasiswa menurun motivasinya ataupun keadaan nilai maka akan diberikan asupan dan juga perbaikan belajar dalam kelas maupun luar kelas.
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Based on table 4.45 that the English teaching lecturer himself stated that for the curriculum and also the expectation for KPI study program students is to be able to make English one of the most important preaching tools for Islamic communication and broadcasting study programs. This communication requires and masters foreign languages namely Arabic and English to become one of the additional tools for preaching. in order to be a bridge to be able to convey and communicate properly in Islamic broadcasting. but he said do not forget also for local languages must also be mastered. because it is very important. the curriculum and syllabus must be reviewed by making the curriculum better than before.

C. Discussion

As discussed in the previous section of this research, to reveal students' needs, it is important to find out some information relating to the needs of the target students and learning needs. This research provides information about students 'confidence in collecting students' personal data. From 110 students, the data findings show that all classes of students' confidence in learning

English are dominated by many who agree from various classes from first semester to eight semester. that with three important things that include in this study is asking about policies, expectations and conditions English learning. of the 3 important things were compiled through questionnaires and interviews. and after being reviewed through this research, the results of it all produce positive results with the belief that students are very important to learn English is one of the da'wah tools for communication and broadcasting of Islam in the national and international realm. at this time Muslims need reliable preachers, so that the points of Islamic law and Islamic law are delivered and can be practiced. thus making themselves as servants who fear Allah SWT.

Then, the result of a research question How is Dakwah major students' belief toward the importance of English learning at IAIN Palangka Raya? where data is obtained from their necessities, wants and lacks.

1. Target Needs

a. Necessities

From the questionnaire, several questions asked students about the target or confidence in learning English. From the data shown 44.5% of students believe that if you study English well, this will help students as a tool to preach Islamic recitation. In this case English becomes important in preaching because it can help in terms of broadcasting and communication itself. The researcher can conclude that with curriculum support, good teaching methods and the support and enthusiasm of students in learning English will lead to good situations and conditions.

It was also revealed from the data that 53.6% of students believed that the most important part of learning a foreign language was vocabulary. This is one of the basics for learning English to start from all the important elements of English such as writing, speaking, listening and reading. this matter will be reviewed by the vice dean of the Ushuludin Adab Faculty and Da'wah to develop a multi-language preaching laboratory that will be followed by KPI study program students to develop their English. students are given the opportunity to communicate in English in real life situations, consequently facing more problems in using English as the language of communication. Most students want to increase their general understanding of language to develop effective communication with the outside world, because they consider inefficiency in using English as a propaganda tool for da'wah and broadcasting Islam. Their main goal for learning English is general communication but when asked from questions about belief in learning English for their future, many students pay attention to their careers and future both in the national and even international spheres.

b. Wants

From the questionnaire, several questions asked students about the desire to improve English learning. Specifically, it is related to students' desire to master basic English material. Looking at the data shown by some points that students want, 68.2%. If you have good English, you will have many opportunities to use it in the future. students prefer to study theory before doing English assignments both from writing and reading and they refer to

learning according to their wishes with the development of multilingual language preaching laboratories that the topics are self-selected and relevant to everyday life. Topics and themes are topics that can benefit students if they fit their needs and interests as Sheldon said in Tjalla (2015, p.316) that interesting topics will motivate students to understand them and find their meaning. 45.5% of students want to learn to speak, read, write English well to deepen the communication and broadcasting of Islam.

From this information, researchers draw conclusions that students' opinions about their desires in learning English, such as; most of them tend to learn practice before doing any learning or assignments. writing, reading, listening and speaking that are relevant to their daily activities and reading can facilitate them to improve their basic English skills. This is supported by Nation and Macalister (2010, p. 29) wanting to mean students have their own views about what they find useful to them.

c. Lacks

The lack of research refers to the problem of students' abilities that they strongly agree with 43.6% that it is easy to say something in English when studying hard. in this case the shortcomings that exist are from the method of learning systems and curriculum that are not yet in accordance with the needs of students. Based on the responses of students in the table (4.41) revealed 46.4% that students do not feel ashamed when speaking English with others. and in the end all of this begins with a good foundation of English in order to make further learning easier according to the curriculum that will be reviewed

afterwards. In conclusion, we have seen that students encounter problems in important components in learning English, namely vocabulary, structure, and grammar. As Safitri said (2017, p. 72) in her study, lecturers must make careful choice of topics and assignments to stimulate students' interests, so they stay in line with the material. Reviewing important vocabulary before the activity starts is also important for students to prepare themselves for their learning.

2. Learning Needs

The results of the research questions from the formulation of the problem see table (4.42) 47.6% English is one language that is easy to learn for everyone. this can make learning English easier for KPI study program students as a means of communication and Islamic broadcasting in da'wah. Another result of this study is that 49.2% of students like the teacher who corrects every mistake they have made, so students reduce the bad habits of each individual. students have agreed that the lecturer as a facilitator and supervisor in the class, seeing this we can conclude that the traditional role (the lecturer who controls anything in the class) is irrelevant now. It was supported by Safitri in her research which revealed that students (79.17%) wanted teachers as facilitators and mentors.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses the conclusion of the data and the suggestion of the data.

A. Conclusion

Based on the manual calculation and calculation using SPSS 18.0 program. The result of all these categories is 77.2% and is categorized Agree that students' belief in the importance of positive English learning is high ($r_{xy} = 0.444 > r_{table} = 0.05$ at 5%). The conclusion of this results indicate that the majority of KPI study program students have a positive belief or "agree" to the importance of English for them as a preaching tool of Islamic communication and broadcasting. The concept that is based on this research is the assessment of three categories namely student necessities, student wants, and student lacks.

1. Target Needs

- a. In term necessities, most students want to get a good English language learning language to help students as a means of communication and broadcasting Islam in the international realm.
- b. In terms of wants, students strongly agree that when learning English well, they will have many opportunities to use it in the future. and students also believe and strongly agree with learning to speak, read, write English well then it is the main basis for deepening Islamic communication and broadcasting.
- c. In term lacks, in conclusion, students have problems in the important components of writing, namely vocabulary, structure, and grammar.

In less terms, in conclusion, students want to go to British countries to improve their ability to speak and learn about culture. As for the disadvantages faced are the learning system and curriculum that are not yet in accordance with the needs of students.

2. The Learning Needs

For learning needs, students like teachers who correct every mistake they make, so students reduce each individual's bad habits. The student has agreed that the lecturer as a facilitator and supervisor in the class, seeing this we can conclude that the traditional role (the lecturer who controls anything in the class) is irrelevant now.

B. Suggestions

1. For students

Students can learn well according to their needs namely English is one of the tools of preaching for them in communicating and broadcasting the religion of Islam. and can be practiced in daily life.

2. For lecturers

Based on the data found, there are some important writing materials to be studied in class based on students' opinions, students feel agree in correcting any mistakes in English and making the basis of English itself every correction from lecturers. class with lecturers as facilitators and mentors. On the other hand, it doesn't matter if they study inside or outside the classroom. Lecturers can make material or classroom choices that are relevant to the needs of students.

3. For other researchers

This study tries to find information about the needs of students in the importance of learning English on KPI study programs. Researchers here are not very specific, both the activity and the material. So, the researcher suggests the next researcher to do a case study research, and the researcher hopes that the next research can be better than this research, and this research will be a reference for the next researcher who uses this term.

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